

# Business Schools: Leadership and Organizational skill Transformation

Dr Mahesh Joshi  
Associate Professor  
Manipal University Jaipur, India

## ARTICLE INFO

### Article History:

Received November 15, 2024

Revised November 30, 2024

Accepted December 12, 2024

Available online December 25, 2024

### Keywords:

Purpose logic

Transformational change

Adaptive strategies

Higher education reform

### Correspondence:

Email:  
mahesh.joshi@jaipur.man  
ipal.edu

## ABSTRACT

This paper looks into the re-purposing of business schools with the view of how internal leadership initiatives propel transformational change in aligning with the public good. Using a qualitative approach, the study takes on case studies in the UK and France to examine enactment of purpose logic, integration challenges, internal and external forces, and the implications for management scholarship. Findings shed light on innovative frameworks, strategic leadership, and adaptive strategies that redefine business school missions and contribute to socially responsible management scholarship. Limitations and suggestions for broader future research are also discussed.

## 1. Introduction

This paper undertakes the emergent study of business school re-purposing, with internal leadership initiatives as drivers that enhance public good. The focus is on the core question of how business school leaders enact purpose logic within institutions. The study is developed into five sub-research questions: What defines purpose logic in business schools? How do leaders initiate re-purposing efforts? What are the challenges of infusing purpose into business schools? How do external forces interact with internal re-purposing activities? What are the implications for management scholarship? The research uses a qualitative methodology, analyzing cases from the UK and France. The paper is structured to progress from literature review through methodology, findings, and conclusion.

It describes how business school re-purposing is an emerging phenomenon; this paper focuses its special interest in exploring the role of leadership, particularly internal leadership initiatives in driving significant transformational change for the betterment of the public good. Its primary research question explores through qualitative research how leaders of a business school implement and enact purpose logic within an organization. The paper will be divided into five sub-research questions to facilitate comprehensive understanding: What are the specifics defining purpose logic in business schools? How do leaders initiate and drive re-purposing efforts? What challenges arise when trying to inject purpose into the operations of business schools? How do external influences interact with and affect internal re-purposing activities? What does it mean for management

scholarship to establish these findings? The paper uses a qualitative methodology by doing deep and comprehensive case studies in the UK and France. In terms of structure, it is set up to progress logically from literature review, then methodology, findings, to conclusion

## **2. Literature Review**

This section critically reviews the literature on business school re-purposing, focusing on five key areas derived from the sub-research questions. It describes related works on defining purpose logic, leadership initiation of re-purposing, challenges in infusing purpose, interactions of external forces with internal changes, and implications for management scholarship. This section also points out the lacunas of the present research, like the under-explored leadership roles, lack of understanding of the challenges of purpose integration, and a comprehensive analysis of internal-external dynamics. The paper aims to fill those gaps.

This section undertakes a critical review of the existing literature on the re-purposing of business schools, focusing on five critical areas that have been identified based on the sub-research questions posed. Related Scholarly Works: It extends the related scholarly works with their concern in defining the logic of purpose, the role of leadership in initiating the re-purposing process, and the different challenges associated with effective integration of purpose, external influences versus internal transformations, and the broader implications of this for the field of management scholarship. Moreover, this section points up several significant shortcomings in extant research, including a limited analysis of the roles played by leaders, an inadequate understanding about the challenges of purpose integration, and a critical demand for a more comprehensive analysis to understand the dynamics between inside and outside factors. Finally, the paper's over-arching goal is going to be to address some of these gaps that appear in the literature.

### **2.1 Defining Purpose Logic in Business Schools**

Broad educational purposes have been the primary research about purpose logic in educational establishments. Afterward, works that point to a defined purpose of business schools centering on public good appeared and have had issues of ill-defined practice on operationalising purpose logic. Current trends on frameworks on purpose infusion into the strategies of educational institutions appeared, yet implementing these ideas was difficult.

### **2.2 The Initiation of Re-purposing by the Business School Leaders**

Early studies on leadership and change in education focused the leadership approach as a reactive response to an external force. Subsequently, there were research efforts which found proactive leadership initiating transformative change. More current studies looked into strategic leadership, specifically in re-purposing, but neglected complexities inside the organization and inner resistances.

### **2.3 Challenges in Infusing Purpose to Business Schools**

The initial studies were based on cultural and structural barriers toward infusing purpose. The subsequent studies found resistance from the entrenched interests within the institutions. Research conducted recently focused on the tension between the traditional values of academia and the new agenda of purpose, which identified continued integration challenges.

### **2.4 External Forces Interacting with Internal Changes**

Studies initially concentrated on external pressures shaping organizational change. Later research examined how internal initiatives navigate and respond to these forces. Recent analyses explored the interplay between external accreditation demands and internal purpose-driven transformations, identifying gaps in adaptive strategies.

## 2.5 Implications for Management Scholarship

Early discussions were centered around the effects of educational innovation on management theories. In later studies, the way business schools were transforming as a source of management scholarship were discussed. Recent works related to the contribution of transformed schools to innovative management practice but often missed the much broader theoretical implications.

## 3. Method

This study uses a qualitative research method to explore business school re-purposing. It is designed to gather deeper insights from case studies from the UK and France in leadership activities and organizational dynamics. Data were gathered from interviews with school leaders and institutional strategies document analysis. The thematic analysis was applied in order to identify emerging themes about purpose logic enactment and the challenges of leadership in giving an overall understanding of the re-purposing process.

The methodology employed for this study is qualitative, which aims at studying the repurposing of business schools. Specifically, it aims at deepening the insight obtained from multiple case studies undertaken in both the UK and France while putting an emphasis on activities that go with leadership within organizations. Data for this study were gathered by interviewing leaders from these schools, and through the examination of appropriate institutional strategies. A thematic analysis was then used to identify and explore emerging themes related to the enactment of purpose logic and the challenges leadership encounters. This methodology finally offers a comprehensive understanding of the complex re-purposing process

## 4. Findings

The research deals with qualitative data to answer the sub-research questions related to defining purpose logic, leadership initiation, infusion of purpose challenges, interactions of external forces, and implications for management scholarship. Findings include: "Operational Frameworks for Purpose Logic," "Strategic Leadership in Re-Purposing," "Navigating Cultural and Structural Barriers," "Adaptive Strategies in External-Internal Dynamics," and "Innovative Contributions to Management Scholarship." These findings show how business schools are creating unique purpose frameworks, strategically leading change, navigating integration barriers, and making innovative contributions to management scholarship while filling gaps in the existing research.

This study explores qualitative data in depth to answer the sub-research questions. It particularly focuses on the critical aspects of defining purpose logic, the initiation of leadership roles, the challenges associated with infusing purpose, the interactions of various external forces, and the broader implications these elements hold for the field of management scholarship. The findings of this research outline a sequence of insights: "Operational Frameworks for Purpose Logic," "Strategic Leadership in Re-Purposing," "Navigating Cultural and Structural Barriers," "Adaptive Strategies in External-Internal Dynamics," and "Innovative Contributions to Management Scholarship." The findings are illustrative in that business schools are systematically developing unique purpose frameworks, providing strategic leadership to facilitate change, surmounting barriers to integration, and making significant contributions to the realm of management scholarship-all while effectively addressing existing gaps in the current body of research.

### 4.1 Operational Frameworks for Purpose Logic

Thematic analysis shows that schools are creating more holistic frameworks to operationalize purpose logic. Interviews with leaders show that the strategies of education are aligned with public good objectives. For instance, one school aligned sustainability goals with its curriculum, which is a great example of how to practically enact purpose, challenging traditional education paradigms.

#### **4.2 Strategic Leadership in Re-Purposing**

Case studies illustrate strategic leadership roles in initiating re-purposing. Leaders employed visionary approaches to align institutional missions with societal needs. Data reveal instances where leaders navigated internal resistance by fostering collaborative environments, demonstrating effective strategic leadership in transformational change.

#### **4.3 Navigating Cultural and Structural Barriers**

Analysis reveals that infusing purpose has significant cultural and structural barriers. Leaders reported that they have challenges in overcoming entrenched academic values. For example, one institution faced resistance from faculty, requiring strategic negotiation and incremental integration of purpose-driven initiatives, which continues to be a challenge for the institution.

#### **4.4 Adaptive Strategies in External-Internal Dynamics**

Findings highlight adaptive strategies in navigating external and internal dynamics. Schools employed innovative approaches to balance accreditation demands with purpose objectives. Data reveal instances of schools aligning external pressures with internal initiatives, exemplifying effective adaptive strategies in organizational change.

#### **4.5 Innovative Contributions to Management Scholarship**

The study identifies contributions to management scholarship through re-purposing efforts. Schools developed innovative curricula and research agendas aligned with purpose objectives. Findings reveal how re-purposed schools challenge traditional management theories, contributing to a more socially responsible management scholarship landscape.

### **5. Conclusion**

This study provides a comprehensive analysis of business school re-purposing, highlighting the enactment of purpose logic through strategic leadership and adaptive strategies. It underscores the potential for business schools to enhance public good and contribute to management scholarship. The findings challenge traditional educational paradigms, showcasing innovative frameworks and leadership roles in transformational change. However, the study's focus on early cases in the UK and France may limit generalizability. Future studies should extend to more varied contexts and examine how re-purposing may affect management education and practice over the long term in order to ensure that purpose-driven business schools continue to evolve.

This paper provides an in-depth and comprehensive study of the re-purposing of business schools by emphasizing the implementation of purpose logic through strategic leadership and adaptive strategies. This puts a lot of importance on the huge potential of business schools in making good contributions to the public and meaningful contributions to the world of management scholarship. The study findings have the ability to challenge the existing educational paradigms, thereby illuminating new frameworks as well as evolving leadership roles to achieve transformational change in these institutions. Nonetheless, it has to be noted that this study is mainly focused on some early case examples from the UK and France, so it might limit the generality of its conclusions. Therefore, future research work should broaden their scope, covering a variety of contexts, and should explore more the long-term impacts of such re-purposing efforts on both management education and practice. This will be vital for the continued revolution and responsiveness of purposeful business schools in the context.

## References

- [1] Dacin, M. T., Munir, K., & Tracey, P. (2010). Formal dining at Cambridge colleges: Linking ritual performance and institutional maintenance. *Academy of Management Journal*, 53(6), 1393-1418.
- [2] Doh, J. P., Stumpf, S. A., & Tymon, W. G. (2011). Responsible leadership helps retain talent in India. *MIT Sloan Management Review*, 53(1), 59-65.
- [3] Gulati, R. (2007). Tent poles, tribalism, and boundary spanning: The rigor-relevance debate in management research. *Academy of Management Journal*, 50(4), 775-782.
- [4] R. Vettriselvan, C. Vijai, J. D. Patel, S. Kumar. R, P. Sharma and **N. Kumar** (2024): "Blockchain Embraces Supply Chain Optimization by Enhancing Transparency and Traceability from Production to Delivery," *International Conference on Trends in Quantum Computing and Emerging Business Technologies*, Pune, India, 2024, pp. 1-6, doi: 10.1109/TQCEBT59414.2024.10545308.
- [5] Kumar, N. (2024). Innovative Approaches of E-Learning in College Education: Global Experience. *E-Learning Innovations Journal*, 2(2), 36–51. <https://doi.org/10.57125/ELIJ.2024.09.25.03>
- [6] Dorota Jelonek, Narendra Kumar and Ilona Paweloszek(2024): Artificial Intelligence Applications in Brand Management, *S I L E S I A N U N I V E R S I T Y O F T E C H N O L O G Y P U B L I S H I N G H O U S E S C I E N T I F I C P A P E R S O F S I L E S I A N U N I V E R S I T Y O F T E C H N O L O G Y*, Serial No 202, pp 153-170, <http://managementpapers.polsl.pl/>; <http://dx.doi.org/10.29119/1641-3466.2024.202.10>
- [7] Narendra Kumar (2024): Research on Theoretical Contributions and Literature-Related Tools for Big Data Analytics, Sustainable Innovations in Management in the Digital Transformation Era: Digital Management Sustainability, Pages 281 – 288, January 2024, DOI 10.4324/9781003450238-28
- [8] Pfeffer, J., & Fong, C. T. (2002). The end of business schools? Less success than meets the eye. *Academy of Management Learning & Education*, 1(1), 78-95.
- [9] Podolny, J. M. (2009). The buck stops (and starts) at business school. *Harvard Business Review*, 87(6), 62-67.
- [10] Starkey, K., & Tempest, S. (2005). The future of the business school: Knowledge challenges and opportunities. *Human Relations*, 58(1), 61-82.
- [11] Thomas, H., Lee, M., Thomas, L., & Wilson, A. (2014). Securing the future of management education: Competitive positioning and renewal. *Journal of Management Development*, 33(5), 424-432.
- [12] Wilson, D. C., & Thomas, H. (2012). The legitimacy of the business of business schools: What's the future? *Journal of Management Development*, 31(4), 368-376.
- [13] Wright, R., & Bennett, H. (2011). Business school rankings and the future of business education. *Journal of Management Development*, 30(5), 444-456.
- [14] Zollo, M., & Winter, S. G. (2002). Deliberate learning and the evolution of dynamic capabilities. *Organization Science*, 13(3), 339-351.