5 Sacred Cows of Business Schools and Executive Education and why we should rethink them

Professor Amanda Sinclair
Melbourne Business School
1. The game is globalisation
   - globalisation functions as a doctrine
   - idea of ‘global leader’ itself culture-centric
   - our task may be to learn how to support local managers
   - ‘think (listen, learn) global, act (teach, develop, connect) local’
2. The goal is to make companies efficient
- education is not production, it should free people, not enslave them
- opportunities to learn and experiment with being different increasingly rare and precious
- our task not to be co-opted to company purposes but assist individuals and business re-envisage place in and contribution to society
3. The path is to do what companies say they want ie customisation
- becoming locked into supply chain, co.goals and targets, can drive out learning
- bottom line & extrinsic emphases reduces intrinsic motivation and meaning
- our role to advocate and educate for wider set of purposes
4. The vehicle is programs

- program-focus fosters energy and efforts toward ‘deliverables’, a product/output orientation conforming to corporate paradigm rather than learning valued for itself

- great learning experiences nourish people to re-assess lives, to affirm values and choose in favour of meaning and happiness
5. The task is knowledge/competency transfer
   - knowledge transfer is a ‘banking model’ where learners are empty vessels, teacher has knowledge and power
   - our role to reduce the clutter that surrounds exec.ed and pay attention to people: to listen, reach out, be present, courageous and open to change ourselves