

Business Education: How to Fulfill our Responsibilities to Society

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Business Education in China

- There are currently 236 b-schools affiliated with universities that run MBA programs. There are more than 30,000 MBA's entering b-schools annually.
- There are also stand alone b-schools and other international programs — CEIBS, CKGSB, etc.
- More universities offer business-oriented programs: Master of Finance, and Master of Management Science, etc.



Business Education Post-Crisis

- The financial crisis itself has no direct impact on business education in China.
- However, it does push society to reflect on business education. The fact that many US financial firms were run by graduates of leading b-schools prompt many, rightly or wrongly, question what roles b-schools play in the financial crisis.
- Chinese b-schools are learning valuable lessons in how we should improve business education and take steps to implement changes.



Several Important Issues

- Rigor or relevance?
 - Most Chinese b-schools are affiliated with universities or colleges, as in US
 - Cultures and incentives tilted to rigor in early years
- Do b-schools train managers or leaders?
 - Capabilities vs. characters
 - Profitability vs. social responsibility
- As we promote social responsibilities by b-schools graduates, how do we fulfill our responsibilities to society?



B-Schools' Social Responsibilities

- Develop business leaders with characters
 - Comprehensive evaluation of candidates with more emphasis on leadership qualities
 - Adding ethics, environment, sustainability and other social issues to the curriculum
 - Seeing beyond the boundary of the firm: macro-economic perspective
 - Seeing beyond the boundary of the country: global perspective
 - Various practice-based tournaments



B-Schools' Social Responsibilities

- Develop business leaders that serve the needs of the local economy
 - Part-time programs to fit the busy schedules of working professionals
 - Two important sectors for Shanghai's economy: finance and logistics
 - SJTU's response: a new finance school in addition to the existing program, an institute of logistics



B-Schools' Social Responsibilities

- Develop business leaders that serve the interest of the national economy
 - China is now the world's second largest economy behind US.
 - China also has the second largest share of manufacturing activity behind US, and will surpass US soon (1 – 5 years)
 - China will remain the world's leading center of manufacturing for decades to come, even when the service sector grow



B-Schools' Social Responsibilities

- SJTU's response: Programs focused on operations and manufacturing (CLGO), and on technology and innovation (high tech track)
- This is not only a response to the external environment, it also builds on the internal strength of the university's storied engineering tradition
- Challenge: Incentives to attract students and corporate sponsors? How to balance the interests of various stakeholders?



Case Study: CLGO

China Leaders for Global Operations (CLGO) formerly China Leaders for Manufacturing (CLFM)

ACEM, SJTU
School of ME, SJTU
School of EE, SJTU



Case Study: CLGO

- Mission: Develop business leaders who are strong in both technology and management.
- Modeled after MIT's LGO
- Interdisciplinary: Dual Degrees
- Global Operations Focus
- Experiential Leadership Program
- World Class Corporate Partners
- Six-Month Internship at Partner Companies



Case Study: CLGO

SJTU, MIT and the Corporate Partners together constitute the CLGO Governing Board which oversees the CLGO Program.

