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Holistic Approach to Innovating and Excellence - Application to Business School

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ABSTRACT

This paper reports on research in progress. Its relevant theoretical base was developed and presented in the previous article (See: [1]), while in the next paper it will be developed further with application to Business School. Major changes in the business environment and incentives of EU to raise innovativeness, and therefore competitiveness towards USA and Japan, make also higher education institutions (HEI) belong to major actors and contributors in this endeavours. Noticing those numerous challenges, we have decided to select a problem to study with a more holistic approach to innovating in HEI to better manage all their changes, and to more successfully introduce novelties and innovations, which could further contribute to overall better quality – to so called excellence. It is only striving for excellence at all levels at all times, which can enable and ensure sustainability. We found the relevant condition for starting and implementing holistic approach to innovating in personal development (PD). PD must be requisitely holistic and business schools must support this trend more than so far.

Keywords: higher education, innovation, management, learning organisation, systems thinking

1. EXCELLENCE AND HOLISTIC APPROACH TO INNOVATING – INTRODUCTION

We are taking three subjective viewpoints (Dialectical Systems Theory [2, 3], Tao philosophy [4, 5, 6] and Personal Development) and integrating them in one synergy, from which we are building our research (main focus on interdependence, balance, excellence, and mastering of them all). According to the chosen viewpoint, we define excellence and suggest a model of requisitely holistic approach to innovating in business school to support PD enhancing excellence.

Excellence in everything is what we define as continuous progress in a way of preserving the core

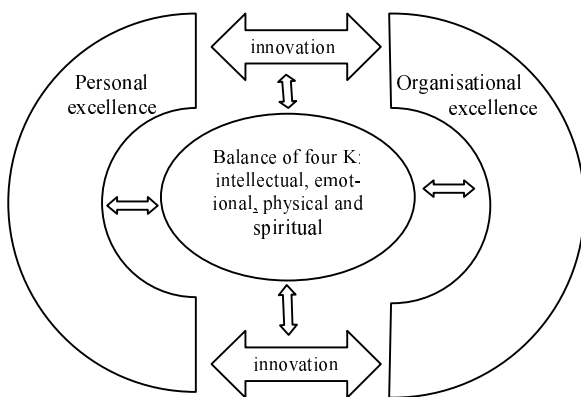
and assuring balance of all and everything included in and effected by the progress. To see and manage many effects with an overall positive effect and sustaining balance at all levels (from personal to global), holistic thinking in each innovation process is needed. But in order to accept and use holistic thinking, creating, and readiness to co-operate in PD is a must. Therefore, also Business Schools are suggested to start PD initiative among their employees.

We define that requisitely holistic approach to innovating includes both excellences – personal and organisational, enhancing each other with balanced development of all four sorts of knowledge at personal and organisational levels (Figure 1). When writing about constant progress - development, we have in mind raising the level of knowledge. This knowledge enables personal excellence, organisational excellence and, of course, innovating. But the necessary condition for excellence is balanced development of all four sorts of knowledge.

We observe the lack of spiritual and emotional knowledge at the personal level; therefore we suggest PD to bring all four sorts of knowledge in balance for excellent results. Organisation is formed by people, so in order to have excellent organisation, excellent people and their synergy are necessary. Connection is made between them as the excellent organisation helps us to motivate excellent people to progress further as well, so they mutually reinforce each other to innovate (improve and create usefully) and therefore progress.

Further, finding the core is to a big extent connected to spiritual knowledge as well. Finding the core values at personal level, setting then the organisational core values, takes spiritual engagement (discovering inner world, finding information inside, as these cannot be told or found outside). Having a clear idea about them is important to keep the balance between inner (stable) and outside (changing) world. Considering all above, we have tried to find a model, which can support this in business schools.

Figure 1: Excellence vs. requisitely holistic approach to innovating



2. APPLICATION TO BUSINESS SCHOOL

2.1 Trends and challenges

Higher education institutions (HEI) were established in different environment with different purpose than today. Traditional Universities have sustained through centuries and decades, but with very different reasons compared to traditionally successful companies. Having monopolies and government support, funding, they were not forced to compete. Globalisation, distance learning and reduced government funding have changed that situation enormously. Countries striving for faster development demand better and more educated knowledge workers from universities and therefore also universities with very many students appeared. Pressures are therefore huge, but universities mostly refuse necessary changes as they are not used to change and especially not willing to be told what they need to change. Governments having their power of funding are therefore pressuring universities.

According to Gordon [7] several trends are currently identified at the macro level in HE:

- “the need for, and implications of, widening participation and the link to citizenship and social inclusions,
- the expectation that higher education is the crucial source of future knowledge workers,
- the growing expectation that research should not only create knowledge, but also directly foster innovation, development, and economic growth (regional and national), and the desire to strengthen the linkages through the

commercialisation of research-generated knowledge,

- the complex implications of globalisation and of the potentialities of borderless education and lifelong learning.”

Like Hasan [8] observes in BS, the transformation of management education must take place first in the minds of its decision makers. Business schools need a new organizational culture with an “ingrained, embedded and pervasive spirit of innovation”. Bold and innovative actions are needed to achieve more productive harmony between:

- a) knowledge and action
- b) academic rigour and managerial relevance, and
- c) research and education.

Summarizing major challenges from literature on Business Schools: collegiality ethos and autonomy in relation to management and strategic control of organisation, bureaucracy and hierarchy (organisational structures and outside regulations), balance between short term knowledge demand and long term knowledge development, lack of leadership skills and practice; specialization-fragmentation and lack of cooperation (interdisciplinary and trans-disciplinary), lack of vision, strategy, purpose, etc.

2.2 Personal development (PD) in Business Schools (BS)

Describing general situation and trends in HE and BS sector there are a lot of things pending. But taking our viewpoint of balance, interdependence, and personal development, the really relevant problem turns out to be finding the balance between inner and outer world of institution (to keep the core and stimulate progress [9]), when everything is constantly changing and there is the dilemma: can leading to build an innovative culture of an organisation help towards BS’s balance. It seems that development of BS from that perspective has not been considered yet. Therefore, we would like to add our view; it is worth consideration when BS is striving for progress and growth.

We found an interesting observation [10] that “managing oneself is a precondition for managing and leading other people”. Or like Goleman et al. [11] encounters, “leaders so powerfully influence the energies around them, that they are profoundly responsible for balancing the energies within them”. Master Nan Huai Chin [6] stated in the interview: the core of the Confucian theory of leadership formation rests on the idea that “if you want to be a leader, you have to be a real human being. You must recognize the true meaning of life before you can become a great leader. You must understand yourself first.”

It is interesting enough that these statements are true for developing managers in BS and for managers of BS (therefore, from two perspectives). That is also why we see the PD as a relevant issue and as a bottleneck for BS. But how much is issue of PD considered in preparation of business education programs, and when leading a BS? Within this paper we would like to show that it is not enough for BS to be able to innovate towards excellence.

We are wondering if, like Senge et al [6] says, we are “shifting the burden”, when trying to meet recent HE and BS challenges. According to Author [6] this means, that we are looking mostly for the “symptomatic solutions” instead of “fundamental solutions”, with which we should remove the cause of the problem, not the symptom of the problem. Starting to look and strive for constant PD with employees, it might help us solve the cause of the problems (lack of leadership skills, lack of cooperation, lack of creativeness, lack of innovation, lack of flexibility, lack of mission and purpose). In systems thinking terms this means that we are aware of the perspective that both we and the cause of our problem belong to the same system [12].

We could have found suggestions for business programs improvement with an aim to personally develop managers, but not so much about PD of leaders and managers and employees of BS. Noticing most often problems at innovating in BS, we have come to an insight that PD of employees in BS could help us overcome their most common challenges. Starting to encourage, stimulate and support PD activities of employees would further enable much better work of employees, better innovativeness (as communication and cooperation would improve). At the same time PD would encourage continuous improvement activities of individual and teams, as well as help employees to recognize deeper future possibilities as source of radical innovations.

Like Senge et al [6] encounters: “One basic way to expand our efficacy is through modern science and technology. But another is through integrated (emotional, mental, physical and spiritual) growth and enhanced wisdom. This means growing in our sense of connection with nature and with one another and learning to live in ways that naturally cultivate our capacity to be human”. In our term of PD we mean the above mentioned integrated growth and enhanced wisdom, which we would like to show that is indispensable part of today’s faculty development. We see each teacher as a leader and coach of tomorrow generations, and especially BS teachers need to show and be a role model of leading to their class of developing future leaders in management.

Spiritual part of PD we build on Tao philosophy. And really key notion of Eastern philosophy in general [6] is that “another dimension of reality exists that is not phenomenal, that is actually substantial and enduring, and that this reality is accessed as we are able to control our thought”. Or like Tolle [13] explains that “spiritual cannot be thought about, but rather to feel the inner Being, person needs to stop thinking (not using rational and emotional) and concentrate on the present moment, where thinking stops and consciousness of Being is increased”. Learning about ourselves and growing personally, therefore, really means to learn how to master our mind and thinking (not to be caught in unconscious mind patterns).

2.3 Innovation and innovating in BS

Talking about innovativeness and innovating in BS with their managers and directors of programs, we realized that there can be many sorts of innovations in BS. Therefore we grouped innovations in BS, looked deeper to find their challenges, and tried to foresee how could more a personally aware staff contribute to development and implementation of innovations.

- a) Research – as generating, developing new knowledge in schools.

This new knowledge should foster further innovation in industry and further contribute to economic growth of the economy. Recent challenges in this area are: lack of cooperation between researchers and companies to develop new knowledge into invention, potential innovation and innovation (transfer of knowledge), too much of individual, very isolated specific research (fragmentation) without interdisciplinary or trans-disciplinary cooperation among researchers – to bring really relevant solutions for the complex world, existing mechanisms of researchers career development (not stimulating cooperation, helping develop companies solutions is not valued as academic contribution, etc.).

On the other hand PD and connecting with “deeper Being” can help researchers to sense the future and develop very new knowledge. Einstein [6] is said to have claimed that “intuition was more important than IQ” and that he “never discovered anything with my rational mind”. W. Brian Arthur [6] pointed out that “most scientists take existing frameworks and overlay them onto some situation, while first-rate ones sit back and study the situation from many, many angles and then ask ‘what is fundamentally going on here?’”

All in all, regarding innovation through research, we see PD helping us build more cooperation for better results, contribute to deeper understanding of complex

problems and finding fundamental solutions (not mostly symptomatic only).

b) Innovation of program – curricular novelties.

In BS novelties in their study programs are quite often. In USA BS there is said [14] to be too many changes towards fulfilling the short term demand for the knowledge and therefore schools tend to turn accordingly to their business environment too much (forgetting the internal purpose). According to Porter, Rehder and Muller [14]: “As students become viewed as customers, business values begin to drive the academic agenda, and the result is a compromising of the values and the very character of higher education.” So finding balance between the short-term demand for knowledge and long-term development of future knowledge [15] is one of the most important factors for BS development. Long term knowledge is driven by purpose and core values and should be reflected in programs as well.

Another challenge regarding the innovation of study programs that BS face is, how to enable more interdisciplinary learning. Example of IIT (Illinois Institute of Technology) from USA, which tries to develop “Renaissance Professionals” [16] is adding attribute inter-professional capability, which is to teach students, how to draw knowledge from across professional boundaries. Therefore, they believe to enhance students’ capacity to innovate as well. But mostly there is a problem that the faculty is not used to cooperate interdisciplinary and therefore to be able to pass their experience on to students [16]. Like Pfeffer and Fong [14] say “emphasis on the development of integrative skills is more the exception than the rule, and few schools or courses take a critical or even an integrative approach to business and business organizations”.

Mintzberg [17] is author important to mention when recommending MBA programs improvement. He claims that students of MBA programs develop into individual specialists and not to collaborative managers. He divides knowledge to science (analytical, rational, intellectual), arts (emotional, creative, innovative, spiritual), and craft (practical experiences and knowledge); he observes that usual MBA programs are mostly lacking the arts and craft part. This makes most MBA graduates good analysts (employed mostly by consultancies and financial investment companies). Author [17] explains: “In the approach to strategy, art is process of visioning, science a planning process, and craft a venturing.” He argues there is the lack of holistic approach to learning and recommends managers education helping them master all three knowledge competences.

One of important ways to achieve this learning, emphasized by Mintzberg and Gosling [18] is reflection, which means that “slowing down to reflect allows people to be rooted in their own cultures, appreciate others and see their organisations more deeply. Person who is reflecting is both the subject and the object of reflection, and both the giver and the receiver of attention. Authors say that managers can learn from each other in ways that can be startlingly effective, if given the chance to reflect personally and collectively on their own experience. They conclude that the reflection is so simple, so obvious, so powerful, and yet so rarely used”.

We see reflection as one of the methods for PD and therefore useful also for faculty development. However, personally aware staff can contribute to better co-operation towards more integrative contents of the study programs with requisitely holistic knowledge scope.

c) Innovation of teaching – teaching techniques and methods.

The way of teaching is left to faculty to decide mostly. Current novelties are mostly within information technology. But in a way also teaching methods, how to develop deeper knowledge, with “transformational learning” [19] should be considered, as teaching for innovation requires teachers to be guides, mentors, and coaches. On the other hand as Holian [20] ascertain, “management educators who are academic staff in business schools and departments of management at universities in Australia, are not required to undertake specific ongoing professional development”. Our experiences show that there is no such requirement in other BSs either – or there are very few. This shows that faculty is not encouraged to improve their methods or to try new approaches, except from other mechanism in place – like continuing teaching only if the annual students’ evaluations are good.

What we would like to introduce as innovation in teaching (with help of PD) is a teacher being able to create synergy of knowledge (like a conductor) and “magic” in the class. Transpersonal psychologist Christopher Bache [6] is one of the teachers, who was forced to understand the increasingly frequent magic in his class; like Eleanor Rosch, Rupert Sheldrake and others [6], he came eventually to think of a larger field. He reflects on what can happen between teacher and students, if their teacher can truly let go and follow the course of what is emerging: “In lecturing there is a moment that comes when a student has asked a question or when you’re searching for just the right example to communicate a difficult concept... when there is a pause in the flow of your mind, a

break in the continuity of your thinking. These moments are choice points, opportunities for intuition to transform an otherwise predictable lecture into a lively improvisational exercise. In those moments, I discovered a small door in the back of my mind. This door would sometimes open and through it slips of paper would be passed to me with suggestions written on them – an idea, an image. I found that, if I took the risk and used this gift, something magical would happen... When the magic happened, the walls of our separateness came down temporarily... and my students and I tapped into levels of creativity beyond our separate capacities. On a good day, the room was so filled with new ideas that after class I too sometimes copied down the blackboard, having caught glimpses of a deeper territory of new concepts unfolding in our dialogue... Truth spoken directly from the heart and skilfully illumined by the mind has a power that cannot be eliminated even in academic settings.”

Bache [6] says: “students started coming up to me after class saying, you know, it’s strange you used the example you did in class today, because that’s exactly what happened to me this week... My students were finding intimate pieces of their lives showing up in my lectures... Students also began to tell me that it was uncanny how often my lectures answered as if on cue questions they were feeling but were not asking.”

Bache [6] also adds: “Sadly, our culture has not taught us to recognize the presence of this broader mental field, let alone how it functions. Atomistic models of mind do educators a great disservice because they desensitise us to the subtler textures of the teaching experience... Even the exceptional exchange – when the teacher awakens the student’s hunger for learning - is still seen as an interaction between ontologically separate minds”.

- d) Innovation of BS management – management in BS can be professionalized or taken as an administrative role of faculty.

According to Holian [20], academics lack interest in actively participating in improving management practices in their own universities, while they are willing to offer criticism. Further authors ascertain that management skills have not been seen as particularly necessary for those in academic management role even within faculties of business. This may be because what is regarded as management in other organizations is often dismissed as “administration” in universities [20].

Unfortunately, management in education is still a concept that stimulates a negative reaction from many academics. As a result, organisations in higher

education tend to neglect management concepts and practices [15]. Another confirmation comes from Kanji and Malek [21], who state that Academics have long times been aggressive to external interference on the institution and the introduction of new management techniques. The reasons for their disagreements are the potential increase in bureaucracy and reducing autonomy of the faculty.

Gordon [7] in his paper observes that in spite of major changes there is no deeply embedded culture of training staff for their changing roles. The assumption too often seems to have been that faculty have no need to learn new techniques and technologies as their jobs change. In recent years there has been more training for top-level academic managers (in UK) and this is to be welcomed. But at the departmental level, where the innovation and change in HEI’s really takes place, there appears to be relatively low levels of systematic training and little requirement for formal management competencies for those who run departments. Young academics can be given enormous responsibilities without any significant prior training.

According to existing practice in HE management, Newby [22] suggests further investing in professional development (developing management practices and raising the level of strategic thinking) of managers and leaders at all levels within institutions.

But regarding many challenges in management of BS we see that only professional development will not be enough. Instead, new ways of leading towards more innovative culture are necessary, where so called “Tao leader” [4] is playing a crucial role. New techniques of this leadership can be developed only with more personal development focus.

Senge [19] describes this kind of a leader as a servant leader. “Servant leadership offers a unique mix of idealism and pragmatism. It is an ideal, appealing to beliefs in the dignity and self-worth of all people and the principle that a leader’s power flows from those led. But it is also practical. The only leader whom people will reliably follow, when their lives are on the line, is the leader who is both competent and committed to their well-being”.

- e) Innovation of processes in BS – Procedures, mechanisms and practices

Procedures and practices are considered by some academics as already overly bureaucratic and managerial, while on the other hand they can be viewed as very flexible and may be ignored by academic staff with impunity, with academic independence and autonomy as excuses for avoiding reasonable requests for accountability [20].

Processes and procedures regard especially improvements toward more flexibility, transparency and less bureaucracy in BS. But from the viewpoint of innovation, development or improvement of procedures and mechanisms for invention-innovation process in BS is very important for us. Like Collins and Porras [9] write, mechanisms are the integrative link between vision, culture, strategy, goals, and tasks; they should enable the BS to preserve the core (emphasize the core values and direction), but stimulate progress (enable flexibility to experiment and encourage creativity within the framework of the core).

According to experiences and few interviews, we have not found any requisitely holistic innovation mechanism in place in BS, which would include mechanisms according to invention-innovation process stages; e.g. mechanism for encouraging learning and stimulating creativeness, mechanism for idea selection, mechanism for idea development into innovation, mechanism for dissemination and maintenance of innovation, mechanism for innovation protection-intellectual property rights, etc.

PD and higher awareness of development and innovativeness importance would encourage employees to self-organize and put such mechanisms in place.

f) Innovation of BS culture

One real difficulty to be faced is the “professional” culture of academia, in which autonomy and self-regulation is diametrically opposed to what many see as the imposition of “managerial control” [23].

Handy [24] is nicely explaining this “professional” culture of academia. He is comparing it to the God Dionysus and calling it existential culture, “where organization exists to help the individual achieve his purpose”. “Dionysians value personal freedom above all, freedom to act and speak as they wish, but particularly freedom to their time. Obligation to a community or organization they recognize as a necessary part of the social contract, but they will, without rancor, try to incur as little of it as possible in return for their own rights. They like to be consulted, with a reserve right to veto, but not to participate; to be asked for their views, but not obliged to give them [24].” “Dionysians recognize no “boss”, although they may accept coordination of their own long-term convenience. Management in their organizations is a chore, something that has to be done like housekeeping. And like a housekeeper, a manager has small renown. An administrator among the prima donnas is at the bottom of the status lists [24].”

Our observation on BS culture is mostly that these are organisations, that are lacking learning in spite of the fact that they have teaching and researching as their main activities. There is a lot of space still for BS to become real learning organisations (LO), but we are aware of the existing culture challenges.

From our chosen viewpoint and chosen factors to be observed – requisitely holistic approach to innovating and excellence - we see building a culture of learning organisation as a precondition for using a requisitely holistic approach to innovating and therefore reaching towards excellence. With innovation of culture in BS we therefore try to suggest novelties in the direction of LO culture, which simultaneously leads also towards innovative culture.

We did not succeed to find much literature on innovating the culture in BSs, but we found literature on LO. Like Senge [25] writes: “A learning organization is a shift in culture that requires patience, reflectiveness, and a willingness to find a new balance between focusing on results and on how we operate while trying to achieve those results”. Author [25] also recognizes that people value spirit, trust, excitement, meaning, and working with people they like, and learning organisation culture tries to provide that kind of workplace.

Comparing “professional culture” of academia and LO culture, our observation is that the biggest challenge on the way to change the culture is how to prepare academic staff to start working on themselves. Freedom, collegiality ethos, democracy are not obstacles for LO culture, but the way of thinking is. Lack of awareness of one’s ego and mental models prevents good communication and cooperation for further learning and innovation. Like Senge [19] encounters “do not try to make changes with people who do not want, or are not ready for them. People who become involved in systemic thinking and learning are usually drawn to the ‘systems perspective’ by training or life experiences”. Therefore we suggest starting the movement with a group of people willing to change, who will further pass the excitement, show the positive results, and with a role model encourage or attract others to join and follow as well.

We find LO culture as the most important factor (which enables and spores also ongoing PD) for BS to start working towards using holistic approach to innovating and therefore contributing to excellence. According to our knowledge, LO culture is the best environment for ongoing PD of employees and has the main leverage to initiate the other innovations in BS.

All these attributes should contribute to more learning and innovative culture, where people would be in favour of transformational learning and would start facing also the challenges of all the other sorts of (above) mentioned innovation – because of their interdependence (they would create better programs with intrinsic motivation, built better mechanisms, manage and teach better, etc.).

In all of the situations mentioned above, radical or incremental innovations can be developed. Incremental innovations mean improvements of the existing solutions, while radical novelties really change the assumptions of the problem and develop new perspective, and therefore also a very new solution to existing problem. New solutions usually take also new approaches, so different ways of working, actions.

Supportive to these innovations are also two sorts of learning [19], transformational and transactional. Conventional learning is transactional. The learner has a certain way of operating and certain knowledge. If this knowledge proves to be incomplete or ineffective, the learner may drop part of it, change some of it, or add new ideas to it, while transformational learning gets to the heart of the learning involved when we question deep beliefs and mental models.

We could say that transactional learning helps us to improve and therefore introduce incremental innovations while with transformational learning we can hope to develop some real radical innovations.

g) Suggestion for culture innovation in BS

The main purpose – to support transformational learning of all employees and help them reach towards their personal excellence (with stimulating all four sorts of knowledge development).

The main values – constant personal growth, trust, co-operation, balance, interdependence, requisite holism – systems thinking, respect for different views, creativeness, learning.

Mechanisms – regular weekly meetings on progress and achievements; lectures and discussions on emotional and spiritual knowledge; team projects on solving complex problems; each team having the spiritual mentor; regular team learning from each other discussions (2 hours per week with different people in team each time); special reward and recognition to team researches, for successful teaching approaches, for co-operating in administrative-management matters of the school, etc.

The main challenge – how to prepare faculty to participate and get involved in the learning activities? First condition for LO culture to succeed is that the leader of the school is the role model and first group of the people get trained first, so that they can take the role of coaches and guides for further trainings. It is the best, if these are the people from board and people with previous spiritual experience. Usually spiritually enlightened people automatically attract people to follow – and this is also the key among academia to recognize a leader among equals in expertise knowledge.

2.4 Holistic approach to innovating in BS (HAI)

HAI is meant to sustain the balance in organisation when innovating and trying to reach overall positive effect. Important idea we would like to present is that this HAI is possible only when considering balanced development of all four types of knowledge at both individual (first) and organisational levels. We use expression PD when considering this balanced knowledge development at an individual level. We use expression excellence when considering balanced development of all sorts of knowledge at organisational level.

Having in place the LO culture, also the innovative culture, vision, strategy, and mechanisms can be developed. Leaders as coaches have an important role to initiate collective innovative vision, especially because of the collegiality ethos in school and their commitment to the set vision.

Like Senge et al [6] sees it: “only when people begin to see from within the forces that shape their reality and to see their part in how those forces might evolve does vision become powerful. Everything else is just a vague hope.”

Having regular learning meetings, working in teams for development projects, building suitable mechanisms for transparency - importance of their integration into the model framework [3], appointing responsible person or team for innovation at organizational level [26] and all lower departmental levels, all should prepare the necessary environment for HAI.

For truly reaching balance and overall positive effect of all novelties, innovations, constant PD and therefore four-knowledge development should help academic and administrative staff to:

- learn to listen and understand others better,
- talk in language that all understand,
- mastering their ego,
- be aware of personal core values and purpose,

- be able to sense more (openness, more perspectives acceptance, use of inner feelings),
- be admired by students (because of “magic” capabilities),
- know how to manage personal mind models,
- know how to connect with deeper being and sense the future (feeling of ones),
- cooperate for deeper purpose, and
- manage energies within oneself, etc.

All these competences will help employees cooperate in projects, to think requisitely holistically, use systems thinking, pay attention to balance, and to be aware of interdependence, respect other views, be ready to question their assumptions and compromise for deeper purpose, to admit to be wrong sometimes, to work without “ill” mind obstacles. All this would enable them to release their human potential and really live their purpose. Therefore requisite holism will be transferred to development projects, seen in individual and community actions and final results, and as well in organisational balanced development.

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3. CONCLUSION

We were trying to show why most of the BS and HEI have problems in today fast changing and unpredictable environment. The main reason we found and try to show is in loss and lack of connection with inner world – at personal as well as at organisational level. People and organisations tend to get lost among all the opportunities and changes of the environment, when losing their balance with inner self. Being solid from the inside (having strong core) and flexible from the outside (adjusting to changes and taking them as opportunities) can enable sustainable development. HAI is suggested to help organisations to find that balance while constantly innovating. Putting efforts into PD of their employees, building therefore LO culture, and taking care of alignment from vision to operational tasks with proper establishment of innovative mechanisms (preserving the core and stimulating the progress) and appointment of people in charge of innovations, should present main orientation factors of HAI in BS. Starting to work with group of optimistic and willing staff to personally excel is a precondition to start the whole movement.

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