CHAPTER 6: CONCLUSIONS, RECOMMENDATIONS AND IMPROVED MODELS FOR BUSINESS SCHOOLS

6.1 Chapter Organization

This chapter has been organized in the following sections:

<table>
<thead>
<tr>
<th>Section</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Chapter organization</td>
</tr>
<tr>
<td>6.2</td>
<td>Introduction to Chapter</td>
</tr>
<tr>
<td>6.3</td>
<td>Conclusions of Study</td>
</tr>
<tr>
<td>6.4</td>
<td>Suggestions for Improving KM in Business Schools</td>
</tr>
<tr>
<td>6.5</td>
<td>Suggestions for Further Research</td>
</tr>
<tr>
<td>6.6</td>
<td>Improved Models</td>
</tr>
<tr>
<td>6.7</td>
<td>Summary</td>
</tr>
</tbody>
</table>

Table 6.1: Chapter 6 Organization
6.2 Introduction to Chapter 6

This research was a quest to understand the Knowledge Management solutions to challenges faced by Business Schools. This chapter represents the culmination of the quest, but a small step in the journey.

By tabulating and analyzing the responses of the selected stratified population of stakeholders gathered through a face to face interview guided by a structured questionnaire it is possible to conclude that the hypothesis statements of this thesis are valid.

Further a list of Knowledge management recommendations has been drawn up through the qualitative analysis of the record of survey interactions. The experience of teachers and students of the best rated business schools in India as well as business schools in the West with a fairly proven academic tradition has helped draw up this list.

The experience of industry participants in the survey who have more effectively used Knowledge management for business driven needs were incorporated wherever appropriate.

The best practices based of business schools, adaption of industry practices and conceptualization based on business school experience were incorporated.
Further a list of Knowledge management applications and consequent benefits has been made.

How the Knowledge management initiative could be initiated at business schools is conceptualized. The most essential requirements to make the Knowledge management initiative a success have been included in this chapter.

An improved model for business which incorporates the best learning of this study has been conceptualized.

During this study it was possible for the researcher to appreciate interesting areas of Knowledge management as applicable to business schools, these are listed herein.
6.3: Conclusions of the Study

1. The study clearly shows that all stakeholders largely saw the MBA program and the MBA student as the main products of business schools. (Chapter 5: 5.4b, 5.5b, 5.6b)

Further the students were seen as the main customers of business schools. (Chapter 5: 5.4c, 5.5b, 5.6c)

100% of both the alumni and students felt that business schools only run the MBA program. (Chapter 5: 5.5b)

Industry, students and alumni by a large majority, did not believe that business schools could research, consult or publish nor did they need this from business schools. Further a few industry respondents who had asked some business schools to do research for their business needs felt that the response time was too much. (Chapter 5: 5.5d, 5.6h, 5.6e)

Teachers spend maximum time in teaching which is for the majority the only activity that they were involved in. (Chapter 5: 5.4d, 5.4i)

Research, consulting, publishing were neither mandatory nor incentivized activities. (Chapter 5: 5.4b, 5.4c, 5.5c, 5.5d)

Thus we can clearly conclude that Business Schools are occupied with preparing students for MBA programs more than any other
2. Faculty and industry believed that Knowledge management was a useful philosophy and could be applied to business schools. (Chapter 5: 5.4j, 5.6f)

Knowledge management is not mentioned anywhere in the vision, mission, statements, websites or major publications of the business schools (Chapter 5: 5.4k)

Faculty felt that there was neither adequate access to information nor was there a system for documentation of Knowledge. (Chapter 5: 5.4l, 5.4m, 5.4n, 5.4q, 5.4r, 5.4s)

**Therefore it can be concluded that Knowledge Management is not being used as effectively in business schools as it could be.**

3. 99% of the faculty could recall a time when either they themselves or a colleague needed some paper or information and it was not available. (Chapter 5:4l)

84% of faculty population felt that they had experienced a time when they could not access some information which was inside the institution. (Chapter 5: 5.4m)
98% of the faculty population surveyed believed that a system, process and culture of documenting Knowledge are important for fast response. (Chapter 5: 5.4n)

**Hence it can be concluded that Knowledge Management will help business schools to respond faster and more adequately to the needs of the organization.**

4. 86% of the faculty surveyed believed that it is possible to say in what ways their institution can be benefitted by the implementation of Knowledge Management. (Chapter 5: 5.4o)

Knowledge management is perceived as a necessary and practical philosophy by both faculty as well as industry. Both strata of the population said that Knowledge management can be applied to business schools and it is possible to find out the applications and consequent benefits. (Chapter 5, sections 4j, 5.4l, 5.4m, 5.4n, 5.4n, 5.4o, 5.6f and 5.6j)

A list of the possible Knowledge Management applications in business schools and the corresponding benefits is collated and exhibited at 6.4.

**It can therefore be concluded that is possible to identify and list out the specific advantages of the implementation of Knowledge Management.**

5. 98% believed that there should be a specific culture or a change in the existing culture to facilitate the creation documentation and sharing of Knowledge. (Chapter 5: 5.4p, 5.4q, 5.4r, Q 21 to 29)
Hence it is necessary to bring a change in the culture to facilitate the creation, documentation and sharing of Knowledge.

Therefore the hypothesis statements are proved and valid.

6.4 Suggestions for Improving Knowledge Management in Business Schools

Knowledge Management is as much about the spirit as it is about the strategy, systems, processes and outcome.

No doubt that business schools do manage Knowledge but not in an intentional, holistic, systemic, planned manner with the idea of leveraging the power of Knowledge as an asset.

The conscious and intentional generation, sharing and use of Knowledge is the defining strength of an organization in the Knowledge era.

A few suggestions are made herein for improving Knowledge management in business schools and consequent benefits. They are presented in an easy to refer tabular format.

The sources of information are both primary and secondary research.
SUGGESTIONS FOR IMPROVING KNOWLEDGE MANAGEMENT APPLICATIONS IN BUSINESS SCHOOLS AND CONSEQUENT BENEFITS:

1. **Enhanced Role:**
   Using Knowledge management holistically, business schools could enhance their roles, re-modeling themselves as Knowledge creators, Knowledge disseminators and thought leaders influencing management of organizations rather than being mainly degree givers. India must stand up and be counted in the global Knowledge hub.

2. **Enhanced Impact:**
   By casting themselves more aggressively as Knowledge leaders, business schools could contribute to influencing national thought through influencing policy makers, the governance of the country, industry and leadership in the global academic arena.

3. **Enhanced Global and Local Relevance:**
   In many ways Indian business school education has aped the west. Business conditions in the western world are
vastly different from the Indian context. Academics should be based on an objective best assessment of both worlds and an interdisciplinary real world, inclusive (taking local and rural milieu into consideration) approach should be sought. Knowledge management would help through interconnectedness with and learning about the real world and real issues.

4. **Tailored Delivery Model:**
Knowledge Management would enable a scientific understanding of the customer, his needs, the anticipated future and consequent planning for the future. That is, a delivery model, based on understanding competition and customers’ needs in the globalized environment. If better teachers are needed, then that’s what must be planned. If better courses are needed then that has to be delivered. If more publications are needed then that has to be planned. Goal and path identification with measures of achievement have to be planned.

5. **Enhanced Resource Management and Response Time:**
There should be thoughtful orchestration of resources towards resource management. Wealth creation is a
distinct possibility with Knowledge management. Globally universities are encouraged into funding themselves and are turning more entrepreneurial in nature than ever before (Fuller 2002; Hakala and Ylijoki 2001; Reynes et al. 2001; Trowler 2001; Wilmott 1995), however business schools depend on fee collection, Knowledge management can change this paradigm. Relevance and speed of response can be enhanced.

6. **Enhanced Faculty Orientation:**

In an ecosystem where Knowledge is managed, even in conducting classes and awarding degrees there will therefore be a differently oriented set of teachers and administrators-more globally strident, more Knowledge rather than degree oriented and catalyst of change.
7. **Development of Knowledge Strategy:**

Knowledge Management philosophy will force a Knowledge strategy for business schools. An accounting and reporting procedure would be needed.

8. **Cutting Edge Thinking:**

Knowledge creation, academic excellence, thought leadership, impact on global industry and academia, policy makers and governance could be the guiding philosophy. Research and publication of research should bring in cutting edge thinking to classroom teaching.

9. **Enhanced Institutional Scalability:**

Development of institutions in scale (rural through urban, local through global), scope (thought leadership), stature (recognized globally as premier institutions) could be planned.
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<th><strong>Enhanced Intellectual and Social Capital:</strong></th>
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<td>Through combination and exchange facilitated by social transactions and interactions.</td>
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<th><strong>Enhanced Employee Attraction, Engagement and Retention:</strong></th>
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<tr>
<td></td>
<td>Employees are proud of being in the institution which is the employer of choice. Employee growth and personal mastery over expertise area is facilitated and rewarded.</td>
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<th><strong>Creation of Expert Knowledge and Centers of Excellence:</strong></th>
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<td>As result of the enabled ecosystem and inherent synergies Expert Knowledge and Centers of Excellence are facilitated and there is enhancement of the institutional brand.</td>
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<th><strong>Enhanced Wealth Creation:</strong></th>
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<td></td>
<td>Business schools could focus on wealth creation and financial strength.</td>
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Among others, recent scholars like Garvin -- have criticized business schools for being adept at teaching concepts such as Quality Management, Thought Leadership, Transformational Leadership and Knowledge Management which schools are excellent disseminators of, great teachers and respected authorities but are not practitioners.

14. **Enhanced Accountability to Stakeholders:**
   
   Awareness would be created concerning the responsibility and accountability of the business school towards the stakeholders.

15. **Enhanced Intellectual Networks:**
   
   Nurturing active intellectual networks around the world-between academia and industry, professional bodies, governmental and non governmental institutions would become easier.
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<th><strong>16. Shorter New Product Development Cycles:</strong></th>
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<tr>
<td></td>
<td>It would become possible to achieve shorter new product (curricula, papers, cases, etc.) development cycles.</td>
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<td><strong>17. Enhanced Innovation and Organizational Learning:</strong></td>
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<tr>
<td></td>
<td>Knowledge Management would facilitate the management of innovation and organizational learning.</td>
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<td><strong>18. Leverage Internal Expertise:</strong></td>
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<td>It would be possible to leverage the expertise of people across the organization and facilitate the use of internal expertise to solve intractable problems.</td>
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<td><strong>19. Enhanced Internal-External Connectivity:</strong></td>
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<td></td>
<td>The network connectivity between internal and external communities could be increased.</td>
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<td><strong>20. Enhanced Management of Business Environments:</strong></td>
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<td>Knowledge management will allow the management of</td>
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business environments and allow employees to obtain relevant insights and ideas appropriate to their work.

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<th>21. Enhanced Nurturing Ecosystem:</th>
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<td>From mind space to market space the transmission of Knowledge and ideas can have a nurturing ecosystem.</td>
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Table 6.4i: Suggestions for Improving Knowledge Management Applications In Business Schools and Consequent Benefits.
6.5 Suggestions for Further Research

Knowledge Management has always been there long before it was emphasized as a definitive entity. The current post industrial Knowledge Era leaves no doubt as to the mandate of Knowledge Management.

The field is exciting and there are many new dimensions that have potential for future study. Some of these that became apparent during this research are listed below:

Table 6.5i: Suggestions for Further Knowledge Management Research

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<thead>
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<tbody>
<tr>
<td>1.</td>
<td>Stimulating Innovation Ability in Business Schools</td>
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<tr>
<td>2.</td>
<td>Intellectual Property Policy for Higher Academic Institutions</td>
</tr>
<tr>
<td>3.</td>
<td>Creating Knowledge Sharing Culture</td>
</tr>
<tr>
<td>4.</td>
<td>Knowledge Management From Classical Indian Traditions</td>
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<td>5.</td>
<td>Differing Knowledge Management Issues in Diverse Cultures</td>
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<td>6.</td>
<td>Organizational Learning Beyond Training</td>
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<td>7.</td>
<td>Creating Communities of Practice</td>
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<td>8.</td>
<td>Leadership and Strategy in the Management of Knowledge</td>
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<td>9.</td>
<td>Governance Issues In Knowledge Management</td>
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<tr>
<td>10.</td>
<td>Ethical Considerations in Knowledge Management</td>
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<td>11.</td>
<td>Creating Digital Repositories for Learning</td>
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<td>12.</td>
<td>Measurement and Valuation Issues in Knowledge Management</td>
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6.6: Improved Model for Business Schools

6.6i: This section 6.6 Improved Model for Business Schools is organized as follows:

<table>
<thead>
<tr>
<th>Subsection No</th>
<th>Subsection Title</th>
</tr>
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<tbody>
<tr>
<td>6.6i</td>
<td>Introduction</td>
</tr>
<tr>
<td>6.6ii</td>
<td>Current Model of Business Schools</td>
</tr>
<tr>
<td>6.6iii</td>
<td>Need for a Improved Model</td>
</tr>
<tr>
<td>6.6iv</td>
<td>Objective of the Improved Model</td>
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<tr>
<td>6.6v</td>
<td>Parameters on which the Improved Model is based</td>
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<tr>
<td>6.6vi</td>
<td>Improved Model : Explanations</td>
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<tr>
<td>6.6vii</td>
<td>Improved Model : Benefits</td>
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Table 6.6i: Organization of section 6.6 Improved Models

Based on research, dialogue and after conferring with stalwarts of academia and industry, using all the data researched the following new and improved model is suggested for business schools.

In order to manage Knowledge an organizational structure that supports the management process is needed.

The construct of the model of Knowledge creation and management suitable for business schools is conceptual in nature and emerges out of the research findings.
The study has attempted to look at how premier business schools and industry have successfully used Knowledge management to advantage particularly in the Indian context.

An attempt has been made to develop a model that converges management practices in academia and in industry.

The model is a not derived from a western paradigm. Due care has been taken to understand the local conditions of environment of the business schools under consideration. The global trends, demands and standards of academic Knowledge are also kept in mind.

A suggestion is made of the practical implications for practitioners interested in implementing a Knowledge -creation program within business schools.
6.6ii Current Business School Model

Through the research that this researcher undertook, there were many references to the current business school model and a description of its attributes (Bennis, Warren G., O’Toole James, How Business Schools Lost Their Way, Harvard Business School, May 2005; Bhattacharya, Abhijit. “Mismanagement of Indian Management Education” Economic & Political Weekly, Volume XLV No. 24, June 12, 2010 P 14-17; Khurana, Rakesh, From Higher Aims to Hired Hands; Kidwell, Jillinda J., Pereira, Arun, The B-School of Tomorrow, ISB Insight 2010; Rajesh, Usunier, Jean-Claude, Managing Education in a Globalizing World: Lessons from the French Experience; Management Learning, Sage Publications, London 2001; The Buck Stops (and Starts) at Business Schools, Harvard Business Review, June 2009). There are commentaries on many aspects of business schools. However there was no instance of the current business school model in a comprehensive, visual depiction except that of Suddaby and Greenwood reproduced with credits herein.

Lack of Philosophy and Orientation of Current Indian business schools:

Current Indian business schools are based on the western model or at least have borrowed heavily from them since the first business school started in India in 1961 (Indian Institute of Management, Calcutta in association with Sloan School).

Fundamentally all business schools the world over teach the same course. In the United States of America where management education
originated every school has its approach and orientation and hence the structure of the course and subjects offered. Schools may focus on functional specializations and operational silos like Marketing, Finance, and Operations. A cluster analysis of core courses of the top 50 business schools by Navarro (1980) showed that nearly two thirds of US business schools fall in this category and offer a high percentage of functional and analytical courses. Broad areas like soft skills, organizational behavior, corporate social responsibility, entrepreneurship, environmental issues are ignored. Examples are of Wharton Business School is for financers, Kellog at NorthWestern University for Marketing, Sloan at MIT is for engineers and scientists, Harvard (which IIM-A has as its alliance partner in India) has a general management focus to lead all aspects of managing organizations.

But Indian business school have functional specializations as well as the general management approach therefore MBA programs have typically all courses for all students and the curriculum has a vast sweep, often at the cost of depth. The time needed for covering this curriculum is so much that there is little time for analysis and reflection.

The internal dynamics of running such courses is that since all the analytical, soft skills, functional, general management disciplines are sophisticated and matured and faculties from the vertical silos make compelling arguments for more of their own courses and with no particular approach a multitude of courses are loaded in MBA programs.
Bhattacharya (2010) has made a comparison and shown how the number of core courses in Indian business schools is 24 on an average while the US counterparts have a average of 11 courses. Harvard business school has a five day week, 13 sessions of 80 minutes spread over the week.

Given the paucity of faculty members there is a tremendous load on both faculty and students. There is a lot of teaching of subjects most often restricted to prescribed curricula rather than an emphasis on reflective self learning and analytical skills.

Teachers have neither the orientation nor tradition required for the complimentary and integrated Knowledge building skills of research, training, publishing and consulting. In an ecosystem where Knowledge is managed, these activities can hone the teacher’s skills to cutting edge perfection. But there is little place for these in the current model as the survey clearly shows (Chapter 5.4d, 5.4e, 5.4f).

Interaction with industry and other organizations is still not adequate and despite Indian industry doing so well it is still shy of financing chairs or business schools (Chapter 5.4h, 5.6g, 5.6h).

For a majority of business schools fee collection is the only source of revenue and industry does believe that business do not have the capability to research for them or consult (5.6d, 5.6e, 5.6g).
The culture in business schools is neither supportive of group working or group research nor are these incentivized (5.4d,5.4e). The organization has to provide the enabling conditions. It has to facilitate organizational contexts or devices that facilitate group activities as well as the creation and accumulation of Knowledge at the individual level.

There is lack of Knowledge sharing and evidence of Knowledge hoarding and a system which is supportive of synergies of group work has to be promoted (5.4m,5.4n).

Whatever management of Knowledge happens is incidental and does not happen in a planned, emphatic manner with strategic force and direction.

Thus the findings of the survey and the secondary research are combined together to form a new model which is shown below.

Knowledge accumulation and creation does not happen within the confines of the institution. It happens intra-organizationally between geographies, marketplaces, organizations and universities i.e. in a real space. The participants in this process could be companies, products, services, systems, customers, suppliers, distributors, competition. The Knowledge created by the business school mobilizes the tacit Knowledge of others outside the school, who convert it into explicit Knowledge that can be used or fed back in their own organization.
The suggested optimum structure should not be rigidly up down structure but a flexible and communicative hypertext organization which most Indian business schools are organized along.

Therefore structurally business schools are well poised for sharing Knowledge.

6.6iii Need for a New Model

If business schools are to perform their full role in society, it is not enough for participants to only learn and teach but also to create and influence management thought.

The practical implications that came out of this study are:

- Create a Knowledge vision: this was found to be either singularly missing or deficient through the study

- Develop a Knowledge Team with a Knowledge value and attitude: team working is not usual

- The intra organizational Knowledge ecosystem should impel faculty members to aspire higher Knowledge acquisition both at individual and group levels.
• Build concentrated a field of interaction with industry: Dialogue is insufficient and piecemeal

• Construct a Knowledge network with the outside world: Global Dialogue

• Piggy-back on the new-product development process: Improved IP procedures/policies

• Adopt a middle-up down management: Dialogue within the institution

• Adopt a communicative up down communication process: Dialogue within the institution

• Business schools already have a focus on Knowledge, a flat hierarchy, a fairly risk tolerant culture all these are conducive to Knowledge management.

According to Hislop and also Swan and Scarborough (2001) Knowledge management literature is typically objectivist in nature characterized more as an economic commodity and failing to discuss the socially constructed, political, context dependent and dynamic nature of Knowledge. Literature is more typically managerial in its tone,
prescriptive, concerning itself with how Knowledge should be managed rather than can or should it be managed.

A humble suggestion has been made here for an improved business school model. The highly relevant to context background environmental characteristics are quoted.

If contemporary society is a Knowledge society, then almost by definition, Knowledge intensive firms and Knowledge workers represent constituent elements of it (Neef 1999). Retention and organizational loyalty issues are of greater significance than for other types of workers. Highly abstract and theoretical nature of work is another characteristic.

One writer who was among the first to popularize the analysis of the Knowledge work was Robert Reich in the USA (Blacker 1995; Rifkin 2000). Reich argued that the shift towards high value-added, Knowledge-intensive products and services in the industrialized economies gave rise to what he termed ‘symbolic analysts’. These are workers who, firstly ‘solve, identify and broker problems by manipulating symbols and secondly need to make frequent use of codified Knowledge. Thus, typical of symbolic analytical occupations are research and product design (problem solving), marketing and consultancy (problem identification) and finance/banking (problem brokering). By a logical extension since business schools prepare students for these professions
and teach potential Knowledge workers (and existing ones too) problem identification, problem solving, and problem brokering faculty members are Knowledge Workers. Hislop defines Knowledge Worker as someone whose work is primarily intellectual, creative and non-routine in nature and which involves both, the utilization and creation of Knowledge, a definition that fits the business school teacher well.

Knowledge intensive firms as organizations are those that hire a significant number of such workers. Alvesson (2000, 1101) defines Knowledge intensive firms as, ‘companies where most work can be said to be of an intellectual nature and where well-qualified employees form a major part of the workforce. Frenkel et al further expanded on the definition of the Knowledge worker privileging theoretical Knowledge over contextual Knowledge.

On the topic of what motivates Knowledge workers to effectively share and utilize their Knowledge:

a) Knowledge workers appear to be the most ideal subordinates/workers as with minimum level of supervision they are quite willing to work extremely hard and don’t regard this as being problematic.
b) However, developing the organizational loyalty of Knowledge workers is more problematic, with high levels of job mobility being common among Knowledge workers.

c) The provision of interesting work with high levels of autonomy and continuous opportunities for personal development appears to be key. However, the demands and expectations of Knowledge workers for high level of autonomy create tensions with the need for managers in Knowledge intensive firms for some level of control. Managing this delicate balance represents one of the key challenges for those managing Knowledge workers.

6.6iv: Objective of the Improved Model

The objective of the improved model is to conceptualize the paradigm of a business school more suitable for current globalized Knowledge environment. The role of business schools would be enhanced.

6.6 v: Parameters on which the Improved Model is based

The important features across business schools that emerged from the primary and secondary research these were used as the anchors or attributes which were common between both the existing business school model and the desired one.
The attributes were clustered around strategy, culture and infrastructure.

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<th>Dimensions</th>
<th>Strategy</th>
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<td>Attributes</td>
<td>Vision</td>
<td>Time and Money Efficiencies</td>
<td>Aligned IT</td>
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<td>Leadership</td>
<td>Knowledge Workers</td>
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<td>Communication</td>
<td>Team Work</td>
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<td>Role</td>
<td>Trustful Sharing of Knowledge</td>
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<td></td>
<td>Wealth Creation</td>
<td>Performance, goals and rewards</td>
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<td>Knowledge Management</td>
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Table 6.6ii: Attributes used in the Improved Model

6.6vi: Improved Model: Explanation

The improved model offers a comparison between the current practice of each of the 12 attributes and the suggested conceptual improved business school model. Deficiencies or gaps that came out in the study were sought
be remedied through KNOWLEDGE MANAGEMENT solutions in the improved model and a larger role for business schools could be defined which would benefit more stakeholders.

Dimension I : Strategy

Attribute 1: Vision
The vision or major directional statements of the business school must explicitly mention the importance and value and hence the management of the Knowledge asset to the business school.

Attribute 2: Leadership
The leadership must be convinced of the value of Knowledge to the organization and he must walk the talk by displaying through every decision a coherent conviction of Knowledge value.

Attribute 3: Communication
The leader must communicate in a planned purposive strategized manner with all layers throughout the organization and with all stakeholders outside the organization, domestic and across geographies so as to be relevant and responsibly useful.
Attribute 4: Role
One the communication is broadcast, the willingness to play a larger role becomes manifest in responsible behavior as regards the global community.

Attribute 5: Wealth Creation
With enhanced role, the opportunity to create wealth increases, multiplying as the business school seizes these opportunities. The ability to create more wealth through enhanced credibility, enhanced talent and self worth manifests. The cycle of wealth creation then kicks in.

Attribute 6: Knowledge Management
Hitherto incidental, Knowledge Management becomes purposeful and emphasized practice.

Attribute 7: Time and Money Efficiencies
As Knowledge Management practices become systematized, time and money efficiencies will become automatic.

- Dimension II: Culture

- Attribute 8: Knowledge Executives
It is imperative to have designated people with designated roles to keep the Knowledge agenda on course because Knowledge management
cannot be incidental, it must be purposeful and continually reinforced through practice.

- **Attribute 9: Team Work**
  In current practice business schools may not mandate team work which is required to be planned and executed to reap the benefits of Knowledge sharing synergies.

- **Attribute 10: Trustful Sharing of Knowledge**
  Sharing Knowledge in a secure manner must be nurtured and orchestrated.

- **Attribute 11: Goals, Performance and Rewards**
  Clear Knowledge targets, performance management and equitable rewards as per transparent policy are necessary motivators. These can help the business school become an employer of choice.

- **Attribute 12: Information Technology**
  Investments in procuring and training in IT should be planned to suit the Knowledge goals of the business school.
6.7 Summary

It has been possible through this research to list out the possible applications of Knowledge Management and consequent advantages to business schools. The hypothesis was validated. From the enhanced roles of the business school to wealth creation and serving society and many stakeholders, Knowledge management plays a crucial role not only in these times but will play an enhanced role in the future. It is sincerely hoped by this researcher that the findings, suggestions and models will be of some use to future researchers in this topic and stakeholders of business schools.