

INSTITUTIONS OF MANAGEMENT KNOWLEDGE: PAST, PRESENT, AND FUTURE**Symposium Coordinator**

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Abstract:

Although questions around the creation and dissemination of management knowledge have been around for a long time, they are increasingly becoming a research field in its own right. Some of this literature has been concerned primarily with delineating the main actors, the interactions between them and the processes through which managerial knowledge is produced and becomes disseminated. Both theoretical and historical approaches have been taken in this strand of work. Typical in this stream have been studies of business schools and management consultancies. Another line of literature has been preoccupied with questions of rigour and relevance in academic research, together with its implications for business school education. These have been joined relatively more recently with studies and debate around the institutional pressures emanating from accreditation, international rankings and national evaluation systems. Such changes within the field have come with and led to greater competition, leading to issues related to internationalization as well as the question of convergence vs. divergence among the main actors that are involved. In this development an increasing significance for the media has been observed.

The proposed symposium aims to revisit some of these debates as well as opening up new ones that may help to develop new research questions on the production and distribution of management knowledge. The focus in the symposium will be on three main categories of actors within this field, namely, business schools, management consultancies, and the media. Each of the speakers will take up one of these sets of actors and present first a synopsis of what we know about their evolution and respective roles in the production and distribution of knowledge in management. In each presentation this review will be followed by pointing to observations about what may be unfolding at present and what these may be indicating with respect to possible futures. These should help not only to engage the audience in the debate but also raise questions for future research.