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Transforming models of education and knowledge production, evolving learning formats, the future of work, and participatory approaches as enablers of collective intelligence—these are some of the key issues explored in the opinion pieces featured in this new edition of our Impact & Knowledge newsletter. An analysis of Apple's history rounds off the collection, offering a strategic perspective on innovation dynamics and periods of disruption.

Two book reviews complete this already rich line-up. The first puts the concept of the extended academic enterprise into perspective as a framework for developing innovative teaching practices. The second explores the role of trust as the foundation of sustainable management, informed by behavioural sciences and today's organisational challenges.

The Faculty members' forums

The DBA: more than just an extension of the MBA, a new way of thinking about knowledge creation in management



Pierre-Jean Benghozi

Emeritus Research Director,
CNRS École Polytechnique

Member of the faculty of the Business Science Institute

Since the creation of MBAs at Harvard in 1908, followed by Stanford in 1925, there has been a considerable increase in their number in recent decades. They can now be found all over the world, in a wide variety of public and private higher education institutions, and hundreds of thousands of MBA graduates are trained each year..

It is in light of these dynamics that it is interesting to look at the development and rise of DBAs currently being observed. At first glance, this movement may seem very similar to that of MBAs in recent decades. The current proliferation of DBAs responds to a need that echoes a real demand from practitioners keen to enrich or update their professional careers, as well as to take a step back and capitalize on their knowledge after several years of experience. It would be tempting to see this as a simple extension of MBAs, and therefore subject to the same criticism. These programs are accredited by the same certification bodies (AMBA), which were quick to recognize the opportunity to support and promote the development of such programs...

[Read the article →](#)

The Revolutionary becoming of education



Loïck Roche

Deputy CEO

Igensia Education Group

Training beyond employability

If training were only to fulfil its stated purpose — the employability of learners — it would certainly accomplish something useful. But it would miss the point.

So what is the point?

The point lies beyond training. Beyond mere employability. Employability, of course, remains a given, a basic requirement. But it can no longer be viewed as an end in itself. The point, then, is that learners — once trained, once they become professionals — should be able to create a positive impact. Through their example, through their daily embodiment of values, emotional intelligence, gestures, and their approach to problems. In some way, they should, in turn, become trainers — through the way they work and interact with others each day.

From there, we must understand that all training must involve a movement of deterritorialisation....

[Read the article →](#)

Working tomorrow: a future that starts today



Simon L. Dolan

Professor

President of the Future of Work Foundation

Business Science Institute faculty member

A world without borders

We live in an era where traditional benchmarks for work are fading. Location is no longer fixed. Time is no longer linear. Hierarchy is blurring. Work is becoming mobile, modular, and reconfigured on an individual or project team scale. We talk about teleworking, hybrid work, and the gig economy. But ultimately, it is the entire structure of work that is changing. This world without borders is not only geographical. It is also intellectual. Today, engineers talk to philosophers, designers talk to data scientists. Disciplines intersect. Cultures do too. And challenges can no longer be confined to a single theoretical framework...

[Read the article →](#)

Discover Prof. Dolan's lecture at the International Spring Seminar on March 27 & 28, 2025 →

Register for the June 16 Webinar: "Trust and the Future of Work: Reinventing our Relationships for Tomorrow" →

**Mapping to understand, understanding to act:
participatory approaches based on mixed methods**



Dr. L. Martin Cloutier

Professor of Information Technology Management
School of Management Sciences University of Quebec in Montreal
Member of the faculty of the Business Science Institute

For several years now, I have been interested in ways in which research can be useful, practical, and shared. Not just to produce knowledge, but to build meaning, support decisions, and bring about collective action. With this in mind, I have gradually developed, tested, and disseminated a research approach that I find particularly fruitful: group concept mapping, rooted in participatory mixed methods...

[Read the article →](#)

The History of Apple - Episodes 1 & 2: From a blazing start to early turbulence



Pascal Corbel

Paris-Saclay University

Faculty member, Business Science Institute

How did a microcomputer cobbled together in a garage become the heart of a global empire? The story of Apple is much more than a technological adventure: it is a tale of daring, risk-taking, overcoming failure, but also of internal tensions and constant reinvention. The first two video episodes, which I invite you to listen to, recount this extraordinary journey. The first focuses on Apple's meteoric rise, while the second sheds light on the difficulties and hesitations that marked its early years of growth...

[Read the article →](#)



Books Reviews

Innovative teaching practices: the extended academic enterprise as a new framework for action (interview with F. Chevalier, HEC Paris)



Chevalier, F. et Fournier, C. (dir.) (2024).

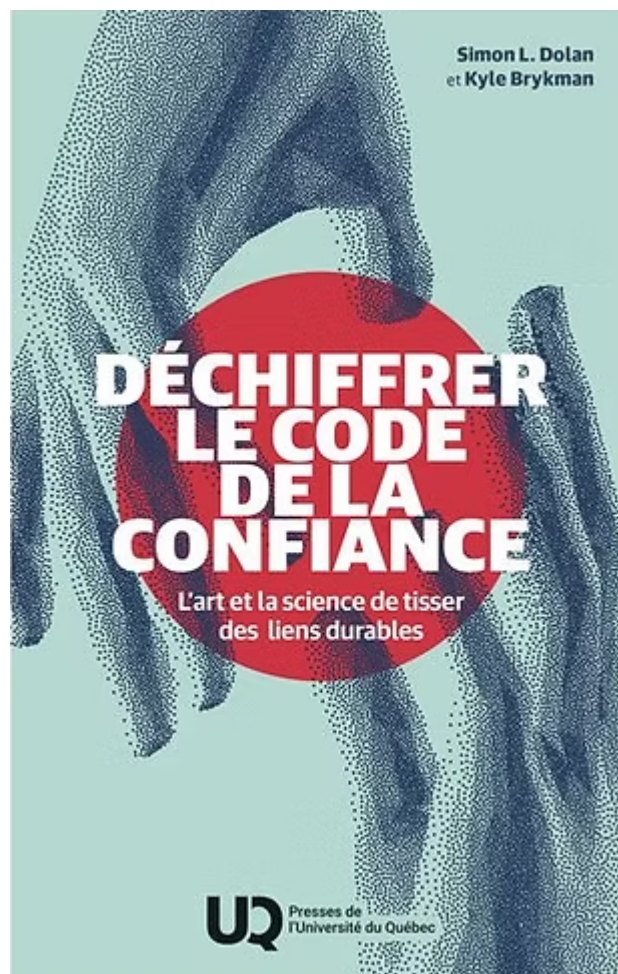
Pratiques pédagogiques innovantes : Construire la pédagogie de demain. EMS Éditions. <https://doi.org/10.3917/ems.cheva.2024.02>.

As part of the publication of the book Pratiques pédagogiques innovantes – Construire la pédagogie de demain (Innovative Teaching Practices – Building the Pedagogy of Tomorrow), edited by Françoise Chevalier (HEC Paris) and Christophe Fournier (IAE

Montpellier school of management, AUNEGE), several contributions explore the transformation of teaching practices in higher education. The concept of the extended academic enterprise, proposed by Françoise Chevalier, is one of the guiding principles. It refers to a profound restructuring of the ways in which knowledge is produced, disseminated, and legitimized, at the crossroads of the academic world, digital technology, and non-academic actors...

[Read the article →](#)

Deciphering the code of trust: science at the service of truly sustainable management



Trust, often mentioned in management discourse, remains largely unexplored in real-world practices. It is talked about as a climate, an expectation, a favorable factor. But too rarely is it discussed as something to be built, diagnosed, and strengthened. Simon L. Dolan and Kyle Brykman, in *Cracking the Code of Trust*, offer a rigorous approach to this concept. For them, trust is neither a matter of luck nor implicit culture. It is a skill that develops over time and involves both the quality of relationships and the strength of institutions...

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