





BizEd

March/April 2012



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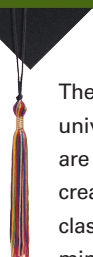
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"It became obvious to me that the way to effect change in programs was to be an administrator. They are role models for our minority students and faculty and they enrich everyone's experience."

Dr. Carolyn Callahan

Director of the School of Accounting, University of Memphis



The PhD Project is an alliance of foundations, corporations, universities, and professional and academic organizations. We are dedicated to increasing diversity in the business world by creating opportunities for minority professors in front of the classroom to serve as role models for the next generation of minority business leaders.

There are thousands of stories like Dr. Carolyn Callahan. Successful business professors who are making a difference for their communities. Educating and inspiring the next generation of business professionals and, ultimately, changing the face of Corporate America.

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THE **PhD** PROJECT SM



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For more information, visit our website at: **www.phdproject.org**

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V2 Simulations

ENHANCED TEACHABILITY

Harvard Business Publishing is improving three popular simulations.

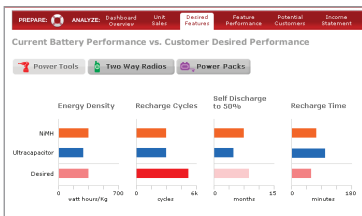
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- **Marketing Simulation: Managing Segments and Customers V2 #7018**



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*BusinessWeek, 2007–2011



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BizEd welcomes article submissions of between 1,500 and 3,000 words from recognized authorities in their fields on topics and trends important to management education. Because *BizEd* is not an academic publication, we prefer articles written in a descriptive, provocative, and journalistic style, rather than a scholarly tone. Submissions are reviewed by *BizEd*'s Advisory Council; publication decisions will be made within six weeks of submission.

Accepted articles will be edited to conform to *BizEd*'s format.

For Your Turn op-eds, we accept submissions of approximately 600 words (one page) or 1,300 words (two pages) that explore a personal viewpoint on an issue in management education. If a submission is chosen for publication, a photo of the author is also required.

To be considered for Idea Exchange, schools should submit information and images that highlight a specific aspect of their programs.

Digital images must be high resolution (300 dpi or higher, in JPEG or TIFF format), and saved at 3" × 4" or larger.

E-mail submissions to BizEd.editors@aacsb.edu or mail them to *BizEd*, AACSB International, 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602. Materials for Headlines, Short Takes, Bookshelf, or Your Turn can be e-mailed to Sharon@aacsb.edu. Materials for Technology, Research, Idea Exchange, or Calendar can be e-mailed to Tricia@aacsb.edu.

For more information, contact Tricia Bisoux at +1-314-579-9176 or Sharon Shinn at +1-314-961-0677.

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There's never been a better time to accept GRE scores because more people took the GRE revised General Test in 2011 than ever before,* making it yet *another* record-breaking year. With all of the new test-taker friendly enhancements, it's no surprise more people are deciding to take the GRE revised General Test to pursue their graduate business education.

These are just a few reasons why accepting GRE scores is a smart way to attract more of the applicants you want for your business school.

To learn how easy it is to become a GRE score user, visit www.ets.org/gre/biggerpie or contact an ETS representative at grebusiness@ets.org.

*Based on 2011 GRE General Test and GRE revised General Test volumes. Demographic data is based on self-reported answers for U.S. test takers with reportable scores.



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What's Your Superpower?



RAQUITA HENDERSON

Most of us have imagined which of all possible superpowers we'd like to possess. Invisibility? Super strength? The ability to fly? Personally, I've always thought telekinesis would come in pretty handy. But let's say we actually had superpowers. How could we use them to do the most good?


If we look to fictional superheroes, we find two primary role models. First, there are the loners. Think of Superman taking a stand against Lex Luthor, or Spider-Man facing the Green Goblin. These two have only themselves to rely on. To drive that point home, Superman even calls his hangout the "Fortress of Solitude." After their fights are over, these crusaders retreat into their almost invisible alter egos, Clark Kent and Peter Parker. As much as mortals glorify the superhero lifestyle, it can be lonely at the top.

But then there are the *superteams*. Think of the X-Men, Avengers, League of Extraordinary Gentlemen. They meet in mansions to strategize about how they can collaborate to fight evil; after each successful battle, they celebrate together. Sure, invisibility or super strength has its benefits, but sometimes one skill set isn't enough. It might take invisibility, strength, X-ray vision, *and* the ability to manipulate weather to bring the bad guy down.

While solitude has its place, it's likely that business students will be emulating the X-Men more than Superman after graduation. As more employers discover that many of the best solutions come when employees with different skill sets work in concert, more business graduates will find themselves on multidisciplinary "superteams" among colleagues with technical, artistic, legal, social, and business expertise.

In this issue, we look at how business schools are preparing students for the multidisciplinary workplace. In the feature "Collaborative Efforts," four schools discuss their best strategies for implementing cross-disciplinary initiatives. In that story, Garrey Carruthers, dean of New Mexico State University's College of Business in Las Cruces, shares how the leaders of NMSU's six colleges have their own League of Extraordinary Deans. They meet every two weeks to discuss challenges and identify collaborative learning opportunities for students.

These deans and educators like them recognize that students spend their entire programs discovering what superpowers they possess.

Perhaps it's the ability to analyze, observe, write, talk, listen, interact, or discover. Sadly, as far as I know, none of them will have the power of telekinesis (as awesome as that might be). But when they join forces with their counterparts across the university, they might find that, together, they can move mountains. That might be *almost* as great. 



Julia Bisson

Markountreneurial

ˈmār-ˈkaʊnt-trə-p(r)ə-ˈnər--ē-əl\

(adj.) def. —

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accounting excellence and entrepreneurial drive.

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(Cit.)

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Ranked #5 in Accounting, *Bloomberg Businessweek*;

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Associate professor of accounting

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Review of Accounting Studies

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Auditing and Finance Conference and
Review of Accounting Studies Conference



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calendar

AACSB International Schedule of Events

■ CONFERENCES

March 19-21

Assessment Conference
Houston, Texas

April 29-May 1

*ICAM 2012
(International Conference
and Annual Meeting)*
San Diego, California

May 31-June 1

*Developing High-Impact
Collaborations*
Tampa, Florida

May 23-25

*Asia Pacific Annual
Conference*
Beijing, China

June 11-13

Sustainability Conference
Tampa, Florida

■ SEMINARS

Advisory Council

March 15-16

Tampa, Florida

*Applied Assessment
and Applied Assurance
of Learning*

June 13-14

Tampa, Florida

*Assessment and
Assurance of Learning*

May 22-23

Beijing, China

June 5-6

Tampa, Florida

Business Accreditation

June 7-8

Tampa, Florida

AACSB Bridge Program

June 3-8

Columbus, Ohio

*Curriculum Development
Series: Managing in a
Global Context*

May 11

Tampa, Florida

Department Chairs

April 28-29

San Diego, California

*Lessons for
Aspiring Deans*

June 2-3

San Antonio, Texas

*Maintenance of
Accreditation*

June 15

Tampa, Florida

New Deans

June 24-26

Las Vegas, Nevada

*Redesigning the MBA:
A Curriculum
Development Symposium*

March 26-27

Tampa, Florida

*Strategies for Delivering
Online/Hybrid Courses
and Degree Programs*

May 21-22

Tampa, Florida

Teaching Business Ethics

March 26-27

Tampa, Florida

Teaching Effectiveness

March 22-23

Tampa, Florida

For information about AACSB International events,
visit www.aacsb.edu/event.

■ WEBINARS

*Focus on Standards
2 and 10: Intellectual
Contributions and
Faculty Qualifications*

April 17, 7 p.m. ET

April 18, 11 a.m. ET

*Strategic Deployment of
Qualified Faculty: An
AACSB Perspective*

June 20, 11 a.m. ET

■ OTHER EVENTS

March 21-24

*2012 CIBER Business
Language Conference*
Chapel Hill,
North Carolina
ciber@unc.edu
www.kenan-flagler.unc.edu/KI/ciber/

March 18-22

*EFMD Meeting for Deans
and Directors General*
Nottingham,
United Kingdom
delphine.hauspy@efmd.org
www.efmd.org

March 28-30

*2012 BALAS Annual
Conference*
Rio de Janeiro, Brazil
balas@balas.org
www.balas.org

May 13-15

*2012 EFMD
Annual Conference*
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diana.grote@efmd.org
www.efmd.org

June 12-13

*Global Business School
Network 7th
Annual Conference*
Delhi, India
info@gbsnonline.org
www.gbsnonline.org

June 20-22

*2012 GMAC
Annual Conference*
Chicago, Illinois
programs@gmac.org
www.gmac.com

June 19-22

*2012 MBA Career
Services Council
Annual Conference*
Seattle, Washington
execdirector@mbacsc.org
www.mbacsc.org

June 24-27

*SHRM 2012
Annual Conference*
Atlanta, Georgia
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May 22-23
*Asia Pacific
Deans Leadership
Institute*
Beijing, China

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Your office is where ideas happen. It could be in an office building, or in your home, your favorite park bench, your car. A hospital, a school, a warehouse. It doesn't matter where your ideas are born, what matters is what you do with them. That's entrepreneurship. The world needs a new definition of entrepreneurship. [DEFINE.BABSON.EDU](https://www.babson.edu/define)



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headlines



Future Is Bright For Business Grads

A NEW STUDY from the Graduate Management Admission Council (GMAC) offers an optimistic job outlook for grads with master's degrees in business. According to respondents to GMAC's 2011 Year-End Employers Poll, companies are planning to hire more staff in 2012 than they did in 2011, across all categories of workers. The poll of 229 hiring managers worldwide was conducted last November.

Specifically, 74 percent of companies polled plan to hire MBAs in 2012, compared to 57 percent in 2011. Similarly, 59 percent plan to hire graduates with specialized business master's degrees, and 51 percent plan to hire master in management graduates in 2012. Those numbers are up from just 38 percent and 35 percent respectively in 2011.

Overall, a quarter to a third of companies plan to increase

base salaries, and roughly two-thirds plan to keep salary levels similar to those in 2011 for all new hires, including those with direct industry experience and those with bachelor's or master's degrees in business. In addition, 69 percent of respondents say they will be offering paid MBA internships, and 22 percent will be increasing the number of internships offered.

"For the past few years, companies have been pushing to improve performance and productivity, expand the customer base, and launch new products, while at the same time reducing costs and overcoming economic challenges," observes survey research manager Rebecca Estrada, who conducted the poll. "At some point, companies have to up their hiring to meet their new goals. This poll suggests that 2012 may be the year they do."

New Deans On the Block

AS BUSINESS SCHOOLS grow more global, more complex, and more like corporate businesses, universities are hiring a new kind of dean for the b-school: someone who's as much a CEO as an academic. That's the overall finding of a report published last fall by executive search firm Korn/Ferry Institute and authored by Ken Kring and Stuart Kaplan.

According to the report, "Business schools must innovate, refocus, and restructure, or risk falling behind their academic competitors. Just like private enterprise, they are undergoing a fundamental transformation in response to changing student 'buyer' values, the Internet, globalization, shifting demographics, and unprecedented economic pressures."

To lead today's business schools, say the authors, universities are looking for new kinds of leaders: those who possess strategic skills, experience in innovation and enterprise management, and the ability to effectively manage people and relationships. That's because the demands on them will be many and varied: They must be adept fundraisers and shrewd financial overseers; they must skillfully manage a wide range of stakeholders, including the very hands-on parents of the Millennial generation; they must recognize the need for cross-disciplinary education and be able to implement it in their own curricula; and they must have a deep understanding of real-world business.

The full Korn/Ferry report can be found at www.kornferryinstitute.com/files/pdf1/The_business_school_dean_redefined.pdf.

San Diego Hosts ICAM

DEANS AND FACULTY from around the world will gather in San Diego, California, April 29 through May 1 to attend AACSB International's 2012 International Conference and Annual Meeting (ICAM). The event, which will be held at the Hilton San Diego Bayfront, is chaired by Jan Williams, dean of the College of Business Administration at the University of Tennessee at Knoxville and AACSB's 2011–2012 board chair.

Conference topics will include accreditation, research, curriculum design, supply chain management, design thinking, public university funding, business school collaborations, online education, and managing in a global context.

Among the plenary speakers will be Beta Gamma Sigma's International Honoree for 2012, Anne M. Mulcahy, former chairman and CEO of Xerox Corpo-



ration; and Garth Saloner, Philip H. Knight Professor and dean of Stanford Graduate School of Business in California.

More information about the conference can be found at www.aacsb.edu/ICAM2012/index.html.

Another School Opts Out of SAT/ACT

Starting with the class enrolling in fall 2013, Clark University in Worcester, Massachusetts, will make the submission of standardized test scores an optional part of the admissions process. The school's decision follows an extensive study by the Clark faculty and its Office of Admissions.

"By taking a holistic view of a student's capabilities, character, and promise, we can give more weight to his or her four-year academic record—strength of the high school, the rigor of the curriculum, grades, class rank, writing skills, and outside-classroom activities," says Don Honeman, dean of admissions and financial aid.

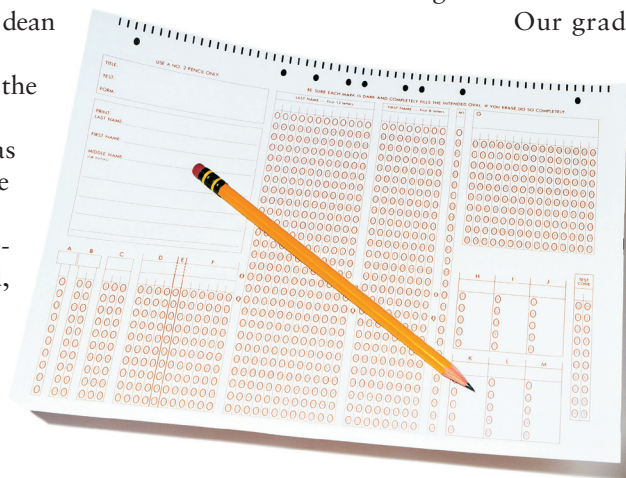
The school is implementing the policy in tandem with its new approach to teaching, known as Liberal Education and Effective Practice. LEEP is designed to help students become more creative, imaginative, self-directed, resilient, and persistent, and to develop their abilities to collaborate with others and manage uncertainty.

According to Joseph Sarkis, interim dean of Clark's Graduate School of Management, making SAT/ACT tests optional will greatly improve "socioeconomic, racial, and cultural diversity of the students in our undergraduate management program. Since many of our undergraduate students wind up pursuing advanced degrees through our accelerated BA/Master's program, this diversity and quality transfers to their graduate years."

He adds, "Being able to understand and work with people who have different perspectives and knowledge is crucial to succeeding in today's world.

Our graduate programs foster innovation and social responsibility in tomorrow's industry leaders—things that cannot possibly be measured on a standardized test."

Clark joins a growing number of other colleges and universities that have made standardized test scores optional. A list can be found at fairtest.org.



A large, dense crowd of people is visible in the background, suggesting a major sporting event or public gathering. In the foreground, several individuals are wearing red and black cheerleader uniforms, some with white accents. The overall atmosphere is one of a high-energy, crowded event.

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New Alliances Span the Globe

INTERNATIONAL PARTNERSHIPS can offer great benefits to both emerging and developed nations. They give Western schools a foothold in emerging economies, and they enable developing nations to provide their business students with top-notch educations. Three recent alliances will create such educational opportunities for students in Europe, India, and China:

■ Lancaster University in the U.K. and Guangdong University of Foreign Studies (GDUFS) in Guangzhou, China, have announced plans to establish a new university campus in China. The Guangwai-Lancaster University will initially offer undergraduate and postgraduate programs in business disciplines, and later add degrees in areas such as engineering and the humanities. The partners will adopt Lancaster University's curriculum and teaching approach and allow some students to study at Lancaster's campus for portions of their programs.

Subject to approval by Lancaster, GDUFS will appoint an investor who will cover the set-up and initial operating costs of the campus, including facilities and staffing. Once the school is in operation, its regular operating expenses will be covered by government funding, student tuition and accommodation fees, and continued third-party

investment. Student enrollment is expected to start at 600 the first year and increase by about 1,000 a year until the student body reaches 8,000 to 10,000.

■ The Strathclyde SKIL Business School (SSBS) has announced that it is accepting applications for its new bachelor of business studies degree. SSBS is a joint initiative developed by the University of Strathclyde Business School in Glasgow, Scotland, and SKIL Infrastructure Limited of Mumbai, India. The BBS program will be held in India's National Capital Region, although students will take some second-year courses in Glasgow. Half the instructors are from Strathclyde Business School and half from India. Students at the school will be awarded their degrees by the University of Strathclyde.

■ The Mumbai International School of Business (MISB) was launched late last year by SDA Bocconi School of Management in Milan, Italy, and Ultimate Knowledge System, a group of Indian entrepreneurs. The MISB's postgraduate program in business is planned to launch this July and will center on the realities of the Indian market. Classes will be taught by a mix of Indian, international, and Bocconi faculty. The program will consist of two 11-month modules; during the second module, students will have the opportunity to spend part of their time in Milan or at one of Bocconi's partner schools. MISB also expects to design executive education programs for Indian and multinational companies.



PhD Project Opens Hall of Fame

Five long-time supporters of the PhD Project's quest to increase diversity in management have been inducted into the organization's newly established Hall of Fame. Pictured from left to right are the honorees: Melvin T. Stith, dean of the Whitman School of Management at Syracuse University in New York; Quiester Craig, dean of the School of Business and Economics at North Carolina A&T State University in Greensboro; Bernard J. Milano, president of The PhD Project and KPMG Foundation; John A. Elliott, dean of the Zicklin School of Business at Baruch College in New York; and Andrew J. Policano, dean of The Paul Merage School of Business at the University of California, Irvine. Starting in 2012, the organization will annually induct new Hall of Fame members to recognize "a select few who have greatly inspired many." Nominations for 2012 inductees will be accepted through April 30, 2012. For more information, visit phdproject.org.

SHORT TAKES

NEW APPOINTMENTS

■ **Paul M. Bobrowski** has been named dean of the University of Dayton's School of Business Administration in Ohio. He starts the new post July 1. He was previously dean at Auburn University's College of Business. He succeeds Joseph Castellano, who served as interim dean after Matthew Shank accepted the presidency at Marymount University.



■ **Lawrence Rose** has been named dean of the College of Business and Public Administration at California State University, San Bernardino. He previously held positions at Massey University, San Jose State University, and the University of Toledo.

■ **Soumitra Dutta** has been selected as the new dean of the Samuel Curtis Johnson Graduate School of Management at Cornell University in Ithaca, New York. The appointment takes effect July 1. Dutta currently is the Roland Berger Chaired Professor in Business and Technology at INSEAD. He will succeed Joseph Thomas, who is stepping down after a five-year term as dean.

■ The Singapore Management University has named **Bryce Hool** the new dean of the School of Economics. He began his five-year term in January 2012. He previously was professor of economics at the University of Auckland in New Zealand.

■ **Ángel Cabrera** has been chosen as the next president of George Mason University in Fairfax, Virginia. Cabrera spent the past eight years as president of Thunderbird School of Global Management in Glendale, Arizona, where he will remain through June 2012.

■ **Gerry Keim** has been named chairman of the board of The Washington Campus, a nonprofit university consortium in Washington, D.C. Keim is a professor and chair of the management department at the W.P. Carey School of Business at Arizona State University in Tempe.



■ The College of Business at the University of Wyoming in Laramie has named **Larry R. Weatherford** the first holder of the W. Richard III and Maggie Scarlett Chair in Business Administration.

HONORS AND AWARDS

■ Olin Business School at **Washington University** in St. Louis, Missouri, is the inaugural winner of the MBA Roundtable Innovator Award for its Critical Thinking@Olin initiative.

NEW PROGRAMS

■ This fall, the College of Management at the **University of Massachusetts** in Boston will offer a PhD in business administration, focusing on organizations and social change. In the future, the school plans to add doctoral specializations in finance and management information systems.



CHRISTIAN AMMERING/GLOW IMAGES

■ This spring, **Duke University's** Fuqua School of Business in Durham, North Carolina, will launch a part-time Masters in Management Studies: Finance (MMS: Finance) program in the United Arab Emirates. MMS:

Finance will be taught by Fuqua faculty with content tailored to markets and institutions in the Middle East.

■ The **University of Michigan's** Ross School of Business in Ann Arbor will offer its 20-month EMBA Program in Los Angeles beginning this August. The West Coast curriculum will replicate the Ann Arbor program, and at times members of both cohorts will convene in the same location and work together.

■ The School of Business Administration at the **University of Miami** in Florida has developed a training program for healthcare executives doing business in Latin America. The Latin American Health Care Compliance Certificate Program is jointly run by the school's Office of Executive Education and its Center for Health Sector Management and Policy, with input from corporate partners such as Johnson & Johnson, Deloitte, and Ernst & Young.

COLLABORATIONS

■ The Weatherhead School of Management at **Case Western Reserve University** in Cleveland, Ohio, and the School of Economics and Management (SEM) at **Tongji University** in Shanghai, China, welcomed their

SHORT TAKES

first incoming class to a new double-degree program this fall. The double degree consists of the Tongji MBA and the Weatherhead Master of Science in Management-Finance.

■ **Audencia Nantes School of Management** and Sciences Po Lille, part of France's network of Institutes of Political Studies, have signed an accord for the creation of a joint MSc in Public Policy Management.

■ An interdisciplinary chair in the business of biotechnology has been created by a joint effort between **University College Dublin** and Élan Corporation, both based in Ireland. The chair will be supported by two UCD schools, the Smurfit Graduate School of Business and the College of Science. The establish-



ment of the chair is part of a broader collaborative initiative between the university and Élan to foster leadership in the global biotechnology industry. Élan, which is also contributing funds to the university's new science center, is expected to donate more than €3 million to the initiative.

GRANTS AND DONATIONS

■ The School of Management at the **University of Texas at Dallas** is renaming its school and one of its undergraduate programs in response to US\$50 million worth of donations recently made by two sets of alumni. The school now will be called the Naveen Jindal School of Management to recognize the gift of Indian statesman and industrialist Jindal. The undergraduate honors program has been renamed the Davidson Management Honors Program to recognize the gift of Charles Davidson, CEO of Noble Energy, and Nancy Davidson, a CPA and former accounting teacher. In light of these gifts, The University of Texas System recently approved construction of a \$25 million addition to the management school building.

■ The Kelley School of Business at **Indiana University** in Bloomington has received

a US\$33 million grant from the Lilly Endowment Inc. The money, the largest grant ever received by the Kelley School, will support a \$60



million renovation of the school's existing facilities, as well as a 71,000-square-foot expansion.

■ The Olin Business School at **Washington University** in St. Louis, Missouri, has received two gifts totaling US\$25 million that will be used toward construction of new graduate school facilities. Of the total, \$15 million comes from longtime supporters Charles F. and Joanne Knight. Charles Knight is chairman emeritus of energy company Emerson. George and Carol Bauer are providing \$10 million through the Bauer Foundation; George Bauer was formerly an executive with IBM. Groundbreaking on the \$90 million project is expected to begin in June and take about 18 months.



■ An alum and his wife have made an anonymous US\$10 million pledge to **DePaul University** in Chicago, Illinois. The largest single gift in the institution's history will support student scholarships and a professorship at DePaul's College of Commerce.

■ A US\$5 million gift from the Mitchell P. Rales Family Foundation has created the Mitchell P. Rales Chair in Business Leadership in support of **Miami University's** Farmer School of Business in Oxford, Ohio. Dean Roger Jenkins will be the first to hold the chair. Rales, an alum, is co-founder of Danaher Corporation.

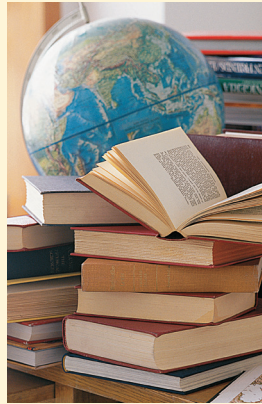
■ **Lamar University** in Beaumont, Texas, has established the Janie Nelson Steinhagen and Mark Steinhagen Global Fellows Endowment in the College of Business with a US\$1 million gift from the Steinhagen family.

■ Recent gifts to the **University of Cincinnati's** Carl H. Lindner College of Business will result in new programs and centers at the school in Ohio. The Carl H. Lindner III Center for Insurance and Risk Management, opening this

winter, was made possible by a US\$5 million combined endowment: \$4 million from Lindner and his wife, Martha, through The Psalms Foundation, and \$1 million from Great American Insurance Group. The school also will be adding a family and private business certificate to its curriculum beginning this fall, drawing on a \$1 million endowed professorship from John and Gloria Goering, founders of the College's Goering Center for Family and Private Business.

■ The Simon School of Business at the **University of Rochester** in New York has received two gifts from alumni who have made significant donations in the past. Joseph and Janice Willett are pledging US\$3.5 million; Evans and Susanna Lam are contributing \$1 million. The gifts will support student scholarship and faculty positions.

■ Investment firm BNY Mellon is giving US\$1 million to the Tepper School of Business at **Carnegie Mellon University** in Pittsburgh, Pennsylvania. The money will be used to provide another




decade of funding for the BNY Mellon Professorship in Finance, which was established in 1996.

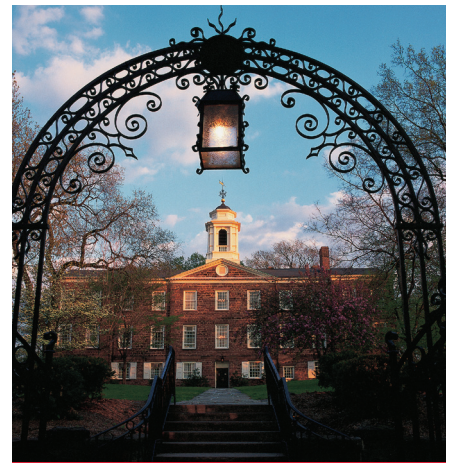
OTHER NEWS

■ **Quinnipiac University** in Hamden, Connecticut, is launching an institute designed to broaden the school's global ties and its opportunities for international education. The new István Széchenyi Institute will build on the work of Quinnipiac's existing István Széchenyi Chair in International Economics, which is based in the School of Business; it oversees the university's relations with nations in Central Europe, especially Hungary. Christopher Ball, associate professor of economics,

currently holds the István Széchenyi Chair in International Economics and has been named director of the institute.

■ The **Executive MBA Council**, based in Orange, California, has released an e-book that offers a resource to individuals considering an executive MBA degree. *EMBA Up Close: What You Need to Know About the Executive MBA* is available from www.executivemba.org as a downloadable PDF; it also will be distributed in digital form through iBooks and other electronic outlets.

■ The Johnson Graduate School of Management at **Cornell University** in Ithaca, New York, and the Emerging Markets Institute (EMI) at Johnson have announced an Emerging Markets Fellows program. Selected fellows will be designated through a combination of course work, international practicum projects, and foreign studies to gain experience in emerging market cultures, business requirements, and economic challenges. 



Rutgers Business School Supply Chain Management Ranked

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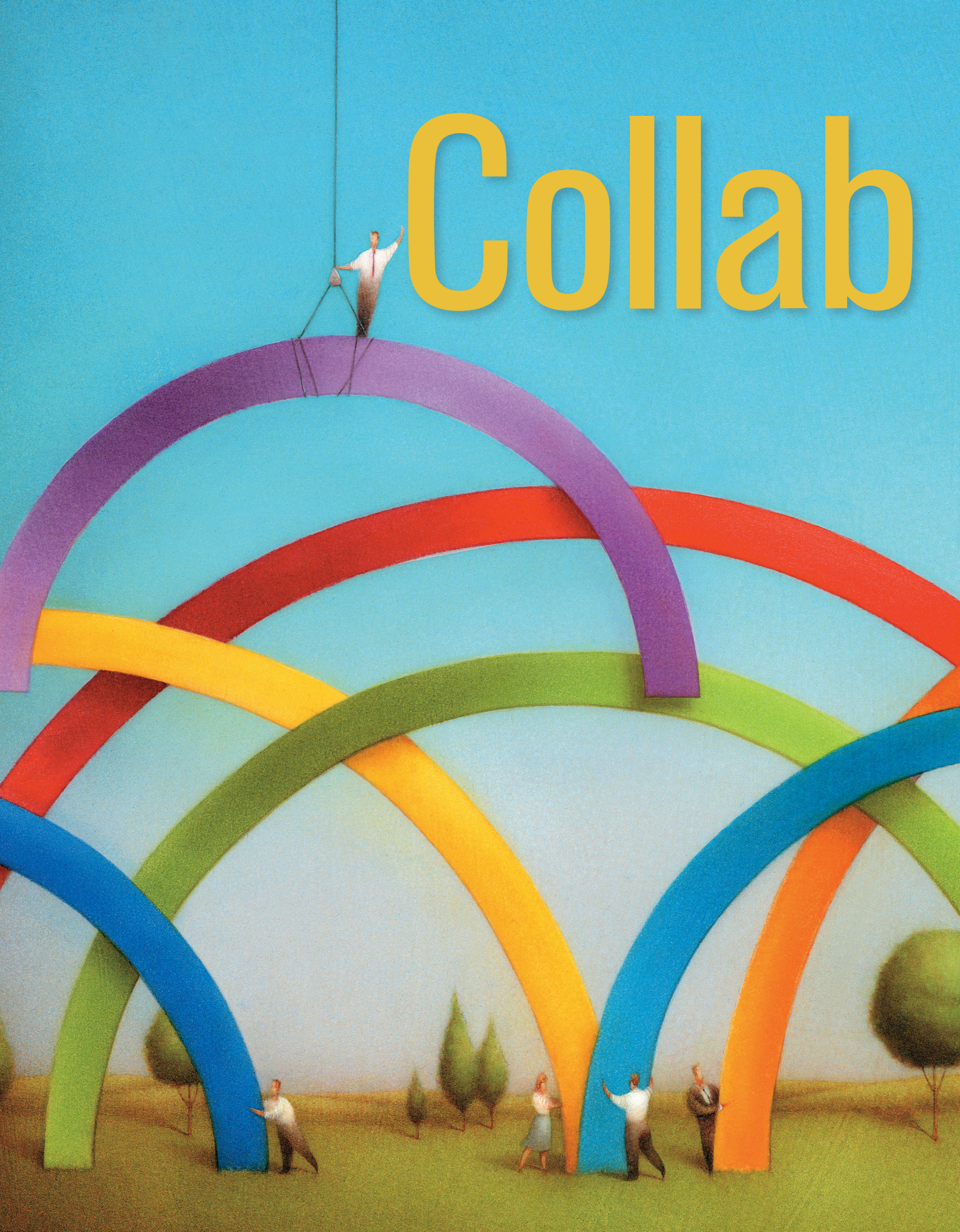
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orative Efforts

It can take extra effort to maintain effective, long-term cross-disciplinary programs. In return, business schools expose students to more diverse perspectives and encourage them to explore more innovative business solutions.

BY TRICIA BISOUX

“A business manager, an engineer, and a lawyer walk into a bar...”

Most of us have heard jokes that start much like this—the ones with punch lines that depend on stereotypical differences between disciplines. Invariably, we laugh when these individuals fall victim to the limitations of their professional perspectives. But how would these jokes end if, instead of staying locked in those perspectives, the manager, engineer, and lawyer built on their collective expertise to craft more innovative solutions than any one of them could on their own?

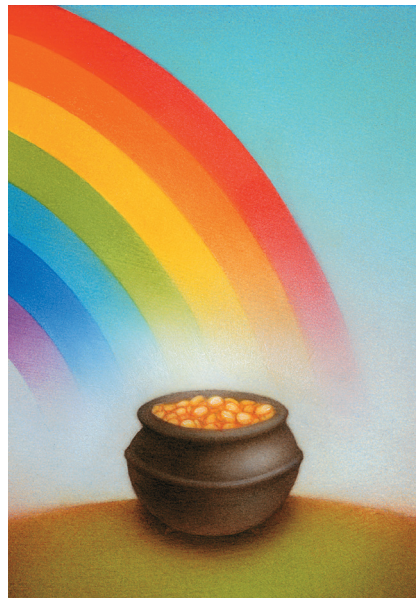
They might not be as funny, but they could lead to better solutions for business. In fact, companies as wide-ranging as IBM, GE, Xerox, and Procter & Gamble are adopting this formula for collaboration. They're encouraging workers to break through disciplinary boundaries to tap the creative power of their shared knowledge.

Given the growing importance of cross-disciplinary collaboration to business innovation, it makes sense for business schools to create programs with other departments on campus, says Dean McFarlin, chair of the management and marketing department at the University of Dayton's School of Business Administration in Ohio. "It's unfortunate that we as academics haven't collectively crossed disciplines more often," says McFarlin. "But it's a hard slog, like running a business. You can't set up a cross-disciplinary program, and then sit back and watch it run. You have to monitor it, tweak it, evolve it, and grow it."

In the following pages, McFarlin and three other educators discuss the joint initiatives their schools have undertaken with other departments on campus and share a few of the strategic lessons they've learned along the way. When cross-disciplinary programs are done well, they emphasize, the benefits to the business school far outweigh the effort it takes to manage them.

Be Persistent with Purpose

When business faculty at the University of Dayton decided they wanted to partner with UD's School of Engineering, they had two goals: to expose their entrepreneurship students to real-world business projects and to expand the



NEIL BRENNAN

school's business plan competition. The engineering school's Innovation Center seemed a "natural fit" because it attracted entrepreneurs seeking an engineer's help to build prototypes of their ideas. But they also needed help testing the market and building their enterprises.

However, McFarlin says that when he and his colleagues pitched the idea of forging a partnership to the center's director, he initially turned them down. "He said it sounded like a great idea, but he and his faculty didn't have the time."

But the business school persisted. As the center attracted more entrepreneurial startups, its engineering students weren't equipped to help those clients write strong business plans. "That's when the director realized, 'We can't do this on our own,'" says McFarlin. "We convinced him that these projects presented a win-win scenario for both schools."

Now, the two schools offer joint courses in engineering and technical innovation. At the start of each semester, business and engineering faculty meet to evaluate projects coming to the Inno-

vation Center. They separate out those that are entrepreneurial—the ones perfect for teams of business and engineering students to tackle together. "Entrepreneurs want parallel processes, where product development is shaped by market analysis," says McFarlin.

Once students help the center's entrepreneurial clients develop their ideas, some clients enter the school's business plan competition—to be eligible to become finalists, their teams simply must include at least one UD student or graduate. That means the partnership has helped the business school achieve both of its original goals. It's also provided benefits to engineering students: By pairing them with management students, it's helped young engineers develop entrepreneurial mindsets, learn to speak the language of business, and understand when a prototype might not be worth building.

Strategic Lessons: In creating this partnership, business faculty at the University of Dayton adopted three strategies that they recommend to other schools. First, *look for partners whose missions complement your own.* "You can't treat these relationships like a Monopoly board and just move the pieces around," says McFarlin. "You have to find the right partners—the units or programs that make sense from a tactical standpoint."

Second, *identify the individual or individuals within those units in the best position to make the partnership happen.* "When we first approached the engineering school, we asked everyone there, including the dean, who would be the best person to talk to," says McFarlin. "In the end, we had a long list of names, but the same

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Deaning Across Disciplines

Garrey Carruthers, dean of New Mexico State University's College of Business in Las Cruces, has worked across disciplines his entire career—as a White House Fellow for the U.S. Secretary of Agriculture in the mid-1970s; as Assistant Secretary of the U.S. Department of the Interior in the early 1980s; and, finally, as the governor of New Mexico from 1987 to 1990. For ten years, he was president and CEO of managed-care company Cimarron Health Plan in New Mexico. Carruthers, who calls himself a nontraditional dean, fervently supports cross-disciplinary education because, as he says, business isn't just about business anymore.

Once, during an interview, I was asked how the College of Business is different today than it was before I became dean. My immediate response was that it's more external than it's ever been. For our school to be successful, we must have relationships with other colleges.

For the last year and a half, for example, the deans of all six colleges at NMSU have been meeting every couple of weeks. That includes the colleges of business; engineering; education; arts and sciences; education; health and social services; and agricultural, consumer, and environmental sciences. These meetings give us a mechanism to discuss the challenges our schools face and identify opportunities for collaboration.

So far, the College of Business is involved in several other cross-disciplinary programs:

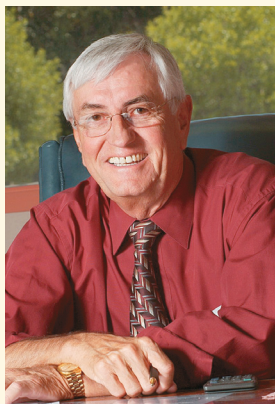
- We created the Daniels Fellows program with a US\$250,000 grant from the Daniels Fund Ethics Initiative. We offer fellowships to faculty campuswide willing to work on ethics issues. We receive proposals from faculty in a wide range of disciplines, including engineering, English, criminal justice, and statistics. This year, ten fellows are from the College of Business, and seven are from other departments.

- We developed the Arrowhead Center, which promotes economic development in New Mexico. The center is supported by all six deans and employs 30 to 35 students from every college. The students provide market analysis and business plan advice to help New Mexican entrepreneurs commercialize their ideas.

- We're collaborating with the College of Engineering to develop a four-course series on entrepreneurship. These courses will be open to students across the university and taught by faculty from every college.

Because cross-disciplinary collaboration must be a shared enterprise, these courses will be owned by the university, not the College of Business. No business school entering such collaborations should do so with a sense of ownership. But the payoff comes when employers want to hire our students because they have such a wide range of experiences.

Our graduates will work in every walk of life—in local school districts, government agencies, nonprofits, small organizations, and big organizations. They won't be well-served with a narrow curriculum offering a limited set of learning experiences. Whether you're talking about business or government, the world is multidisciplinary. That's why we feel we must train our students across disciplines.



Garrey Carruthers

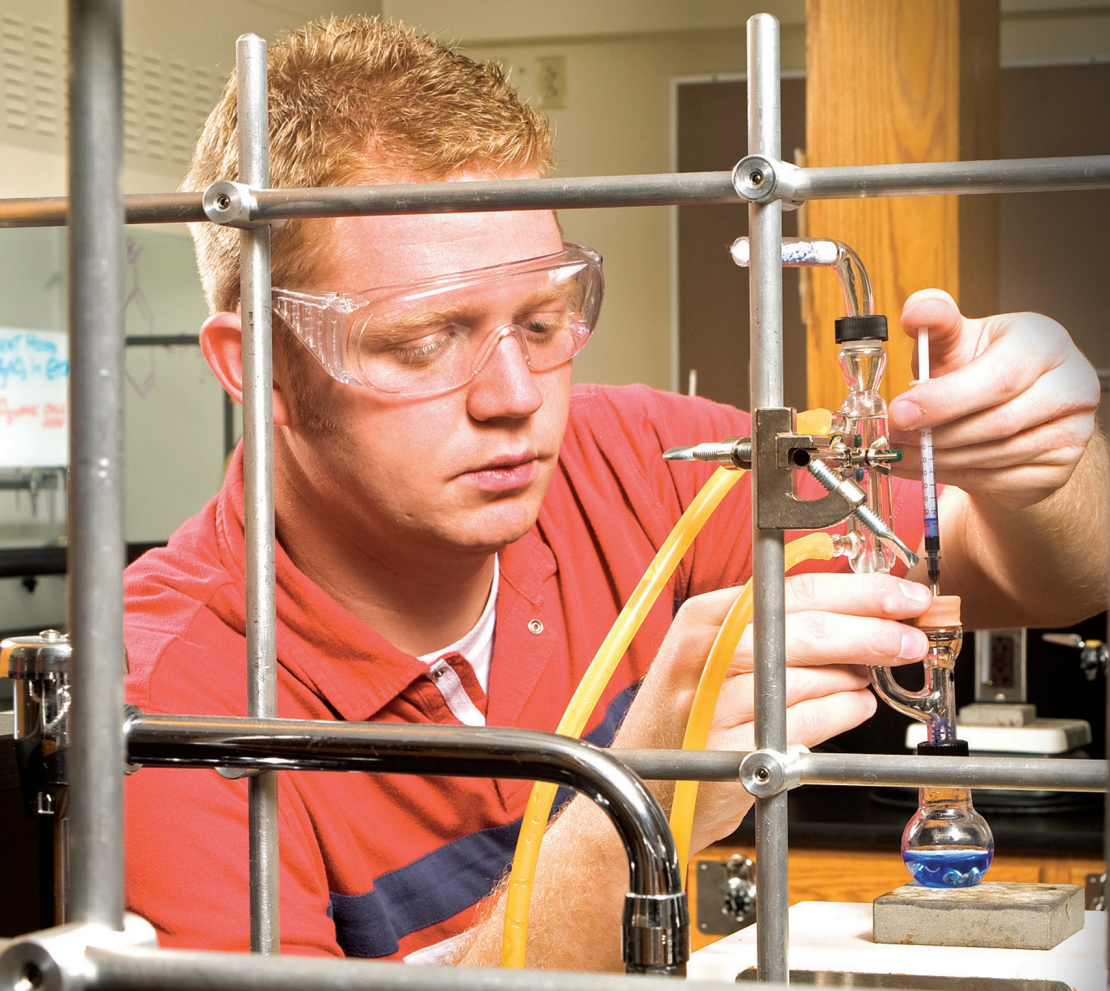
person came up again and again—the director of the Innovation Center. It took time to convince him to work with us, but he's now our biggest champion.”

Finally, *view constrained resources as a reason to pursue cross-disciplinary programs—not to avoid them.* When resources are scarce and faculty time is limited, the last thing administrators want to do is add a collaborative program to the mix. “But that's exactly when you *should* pursue collaboration,” McFarlin advises. “If you choose the right opportunities, you can leverage the time and energy of other departments and end up with a whole much greater than the sum of its parts.”

Target Real-World Impact

When the College of Business at New Mexico State University in Las Cruces decided to expand its cross-disciplinary efforts, it wanted to make real-world contributions to economic development. The result is the now four-year-old Doctor of Economic Development (DED) program offered jointly by the college's economic department and College of Agriculture and Home Economics. The DED program is an extension of a joint master's program in economics the two schools have offered for 30 years.

Administrators at both colleges decided to design a professional doctorate instead of a traditional PhD degree because there already were so many PhD programs in economics available in the market, explains Rick Adkisson, director of the DED program. “We decided we could make a bigger contribution with a program that prepares people to practice economic



UNIVERSITY OF MIAMI
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Brandon Quarles double majored in Marketing and Biology (Pre-Med) and double minored in Finance and Chemistry. He is now enrolled at the New York University School of Medicine.

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development rather than enter into academia,” he says.

The DED program now serves about 25 to 30 students from business and agriculture. These students come together in several courses to conduct feasibility studies of projects such as building a solar electricity plant in New Mexico or a nuclear waste site in Utah. In lieu of dissertations, DED students complete internships and individual projects with real-world impact on economic development. For example, one student returned to his native Jordan to work on a tourism project, while another worked on water conservation issues in the New Mexico region.

The different perspectives of business and agriculture complement each other well in the classroom, says Adkisson. “Agricultural students are more interested in rural concerns and tend to focus on areas like the management of resources,” he says. “Business students are more interested in urban projects and entrepreneurial approaches to economic development.”

Strategic Lesson: *Topics with broad application make more useful targets for cross-disciplinary programs*, says Adkisson. Although the DED program focuses on economic development, students

also take courses in subjects such as public policy, geography, and tourism management. “Economic development crosses into so many subjects,” says Adkisson. “Collaboration might not be as useful in a more narrowly defined area.”

Build a Collaboration Culture

Interdisciplinary activity is now a central part of the curriculum at the College of Business at the University of Illinois in Urbana-Champaign, largely because of two changes the school recently made to its programs. First, five years ago, it began to allow students from across the university to apply to its Illinois Business Consulting (IBC) program, which used to be open only to MBAs. Then, two years ago, it announced that it would allow MBA students to take up to 16 hours of electives outside the business school.

“We’ve made cross-disciplinary work a high priority,” says Stig Lanesskog, associate dean for MBA programs. “We wanted to bring in students from across campus because we realized how great a source of expertise we had to draw from.”

Launched in 1996 to provide real-world business experiences to MBAs, the IBC forms interdisciplinary student teams to work with

businesses in the U.S. and abroad. Students go through an interview process to join the IBC program—less than half of those who apply are accepted. The majority of IBC students study business and engineering, but others major in subjects such as agriculture, labor relations, fine art, architecture, and hard sciences like chemistry and biology.

Each year, nearly 300 students work on about 50 IBC projects, which generate approximately US\$250,000 in consulting fees for the school. Students work at least ten hours a week on their projects and receive course credit; those who serve as senior leaders of the IBC also receive a stipend.

Because MBA students now can take 16 hours of non-business electives, they have a much larger pool of potential faculty mentors, Lanesskog says. “When the IBC wasn’t cross-disciplinary, students most often approached faculty within the College of Business as experts,” he says. Now, for example, students are more comfortable seeking out professors of agriculture, chemistry, or engineering, depending on the needs of their projects.

The first year the elective option was in place, 35 percent of full-time MBAs took courses outside the business school; this year, that number shot up to 80 percent. That increase shows how much students value the opportunity to customize their programs and gain different perspectives on their areas of interest, says Lanesskog.

Strategic Lesson: Departments throughout the University of Illinois have worked together in small ways for more than 25 years, which made it easier for the business school to build bridges to other disciplines.

In lieu of dissertations, DED students complete internships and individual projects with real-world impact on economic development.



8 More Strategies For Smart Collaboration

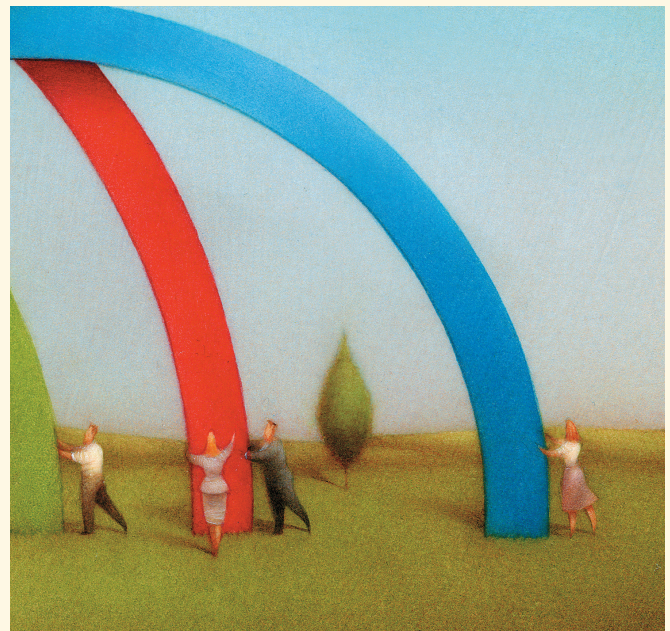
1. Start with a single partnership. Extensive interdisciplinary activities often begin with one joint effort with an external department, says David Gann of Design London. “Start in one place,” he says. “Find a high-quality partner, and follow a vision for what you want to produce.”

2. Test the market. Gann also recommends surveying stakeholders to determine the most promising approach. “You need to know that students want to participate, staff want to be involved, and employers want to hire the graduates,” says Gann. “It can take three or four years to get these factors in place.”

3. Be willing to compromise. At New Mexico State University, more than 30 faculty from business and agriculture worked on designing its Doctor of Economic Development program. Not surprisingly, “coming to a consensus was a challenge,” says Rick Adkisson. “Even after we passed the proposal, there still were differences, but they have largely resolved themselves. Faculty on both sides were invested enough that they worked together and helped push the degree forward, even in the face of competing demands.”

4. Coordinate course schedules. The classes that business and engineering students take for their programs often must be scheduled at certain times, says Dean McFarlin of the University of Dayton. “We need to plan our course schedules farther ahead of time, so that students have time to work on the projects coming through the Innovation Center.”

5. Help students navigate the options. The more interdepartmental activities a school offers, the more students might feel overwhelmed by the options. That’s why the College of Business at the University of Illinois in Urbana-Champaign devised a document for advisors to use to help students create educational plans. In the document’s top half, students list courses inside and outside the business school that support their career aspirations. In its bottom half, they list potential extracurricular activities, such as consulting, internships, or case competitions.



NEIL BRENNAN

6. Assign dedicated staff. Because cross-disciplinary activities increase faculty’s workloads, assigning someone to coordinate activities and address conflicts can relieve some of that burden. That’s why the University of Dayton appointed a professor familiar with HR issues at startups to advise teams of business and engineering students. She works with the teams one-on-one to help them improve their group dynamics and resolve conflicts.

7. Seek external funding. Some organizations offer funding for multidisciplinary approaches to entrepreneurship, such as the Kauffman Foundation in Missouri and the Kern Foundation in Wisconsin. The schools of business and engineering at the University of Dayton, for instance, received a three-year US\$2.4 million grant through the Kern Family Foundation’s Kern Entrepreneurship Education Network (KEEN) to support their collaboration.

8. Keep communication open—on multiple levels. Schools should put systems in place that connect students, faculty, and administrators regularly via face-to-face, phone, and e-mail communications, says McFarlin. At UD, business faculty even recently attended an engineering conference to have more face time with their engineering counterparts. “We’re all busy, so we have to have multiple mechanisms to ensure communication,” he says. “That way, we can make sure things are going OK, and we can look for future opportunities.”

No Growth in Joint MBA Programs

One of the most prominent examples of cross-disciplinary business education is the joint MBA degree program, which is offered in conjunction with schools of medicine, law, engineering, or other professional schools. According to AACSB International's annual Business School Questionnaire (BSQ), **the number of joint programs at a controlled subset of 76 schools peaked at 158 in 2008–2009**, up from 148 in 2006–2007. But since then, that number has returned to pre-recession levels. In 2010–2011, **these schools reported 146 joint MBA programs**, which represented 6.3 percent of all MBA programs reported to the BSQ.

A controlled subset of 19 schools provided data that show that although enrollments in joint programs have stayed fairly steady, the number of joint degrees conferred to graduates at these schools is declining—from 180 to 101, down nearly 44 percent since 2006–2007. That's been the case even as the number of general MBA enrollments and degrees conferred has steadily increased at a controlled set of 326 schools.

These numbers could make sense in light of the recession, according to staff on AACSB's

Knowledge Services team. For example, lack of growth in joint MBA programs could be due to simple supply and demand. Many people who find themselves out of work pursue general MBA programs, rather than specialized MBAs. Joint programs generally are more popular among a small number of students fresh out of their undergraduate studies who want additional degrees linked to their MBAs.

Since 2006–2007, fewer students enrolling in joint programs are actually earning joint degrees. This could be caused by different factors. For instance, some schools' graduation dates might not follow a two-year schedule, or more students may be taking longer to finish their programs because of financial concerns.

With more professional schools offering multidisciplinary courses, joint MBA degrees may be becoming less necessary for students, according to AACSB. If students in medical or law schools, for example, can take business courses in their curriculum, they may not see the need to pursue MBA/JD or MBA/MD degrees, which add greater challenge to an already rigorous course of study.

Of schools reporting joint MBA degrees in 2010–2011:



These numbers have stayed effectively steady since AACSB's 2006–2007 BSQ.

Degree designations are as follows:

- MD**=Doctor of Medicine
- JD**=Juris Doctor
- MEng**=Master of Engineering
- MHA**=Master of Health Administration
- MSN**=Master of Nursing
- PharmD**=Doctor of Pharmacy



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JOINT MBA PROGRAMS				COMPARED TO	GENERAL MBA PROGRAMS		
Academic Year	Number of Schools Reporting	Enrollments	Degrees Conferred		Number of Schools Reporting	Enrollments	Degrees Conferred
2006–2007	19	480	180		326	69,864	27,259
2007–2008	19	399	143		326	74,586	27,466
2008–2009	19	392	135		326	77,335	27,472
2009–2010	19	432	152		326	79,864	30,026
2010–2011	19	484	101	326	82,319	32,074	

Lanesskog advises other schools to *tap existing collaborative relationships between departments and individual faculty*. Then, it's just a matter of taking the time to build those relationships.



The new program encompasses teaching and research functions, a business incubator, and a 3D simulator where students and faculty test designs.

Respond to Calls to Action

In 2005, U.K. prime minister Gordon Brown, then Chancellor of the Exchequer, commissioned a report that highlighted the value of design to business. Led by Sir George Cox, the “Cox Review of Creativity in Business” called for more collaboration among schools of business, engineering, and design throughout the United Kingdom.

The Cox report spurred the Imperial College Business School in London to make cross-disciplinary collaboration a significant part of its educational mission. It formed Design London in partnership with the Royal College of Art (RCA). Before Design London, the Imperial College Business School and RCA had worked together for many years to offer “Innovation, Entrepreneurship and Design,” a required MBA course. The new program extends that partnership to encompass teaching and research functions, a business incubator, and a 3D simulator where students and faculty test designs for innovative products and services.

Through Design London, students and faculty also have developed a range of prototypes, from a waterless sanitation device for villages that lack running water to a special air-pressurized vest to help people on the autism spectrum better concentrate on tasks and cope with anxiety. Most recently, the program revealed its design for a new kind of ambu-

lance to help city paramedics deliver better treatment to patients.

Design London also includes labs dedicated to designing solutions in subject-specific areas, including climate change, energy, and the digital economy. In 2012, the schools will extend the program to include engineering students at Imperial College London. “We have students flowing between the business and art schools—cross-disciplinary collaboration has become a part of our routine,” says David Gann, co-founder of Design London.

Design London was first conceived as a four-year project funded by the Higher Education Funding Council and the National Endowment for Science, Technology, and the Arts, both of the U.K. Now at the end of that four-year term, the initiative has been so successful that the schools are making it permanent. It will be supported by tuition, consulting fees, and general school funds.

Strategic Lesson: Collaboration for its own sake is likely to fail, so it's important to *set and maintain a vision for the outcomes you want from the partnership*, says Gann. “Our goal was to produce graduates with a richer understanding of the role design plays in business, so they'll have more opportunities in the job market.”


Bring Excitement to Campus

While it may not inspire new jokes,

working across disciplines is certainly fun for students and faculty, says Gann. “Design London creates a vibrant culture that's exciting and interesting,” he says. “We've got large companies such as Microsoft and IBM, as well as smaller design and engineering firms, continuously giving us projects for students to work on.”

McFarlin of the University of Dayton admits that managing collaborative relationships can add 25 percent to 50 percent to a professor's workload. But schools can restructure their faculty incentives to recognize the importance of cross-disciplinary work.

More important than incentives, he says, is this strategic lesson of cross-disciplinary collaboration: *Find faculty who are passionate about working across disciplines*. “Ultimately, you need to find faculty who believe it contributes to a greater good,” says McFarlin. “For us, this work has improved our business and engineering programs, as well as our business school's reputation.”

The stronger a business school's cross-campus connections become, the more benefits they introduce into the curriculum, he adds. That means larger professional networks, more diverse perspectives, and richer educational experiences for students and faculty—not to mention graduates who are fully prepared to blaze trails with multidisciplinary teams. 

VIRT





TETRA/GLOW IMAGES

VIRTUAL TEAMING

Want your students to learn to resolve conflict, leverage technology, and develop cultural awareness while managing a globally distributed team? If so, consider adding a virtual collaboration project to your next business course.

Business is undoubtedly becoming more multicultural and more global. But not all global business interactions require a passport or plane ticket. In fact, more organizations are relying on technology, not travel, to keep their global workforces connected. Business graduates often will be expected to collaborate effectively as members of geographically distributed teams through e-mail, social media, videoconferencing, and other digital tools.

But without proper preparation, graduates could find that it's more difficult to build effective multinational teams virtually than it is face-to-face. E-mail cannot communicate voice inflections, facial expressions, or body gestures, which can lead to misunderstandings. Conflicts are more likely to arise when workers are separated by thousands of miles and a cultural divide.

That's why more business professors are working with their colleagues in different countries to create virtual team projects, which group students at different schools into multicultural global teams. Here, educators at St. Petersburg University in Russia and the University of Massachusetts Boston share their experience implementing virtual team projects in their classrooms. They have found these assignments get students used to crossing cultural divides without physically crossing time zones. Most important, they push students to overcome barriers of distance, temperament, and technology to complete their team's objective.

From Monocultural To Multicultural

*Virtual Team Challenge
St. Petersburg University
Graduate School of Management
(GSOM SPbU)
St. Petersburg, Russia*

BY TATIANA ANDREEVA

Three years ago, I wanted to design a project that would provide students in my cross-cultural course with much more exposure to other cultures. At the time, the cohort I was teaching was very monocultural—I had one or two international students, but the rest were Russians. They had traveled, but none had spent a semester abroad.

I didn't have the luxury of sending them on multiple international study trips, but I did have relationships with colleagues at member schools of the Global Alliance in Management Education (CEMS), an international alliance of academic and corporate institutions. Through that network, I have

partnered with several professors to design virtual team challenges, which require students at different schools to collaborate on a course project together, all through the use of technology. So far, these challenges have teamed our students with their counterparts at schools such as Università Commerciale Luigi Bocconi in Italy, the Rotterdam School of Management at Erasmus University in The Netherlands, ESADE Business School in Spain, the London School of Economics and Political Science in the United Kingdom, and Corvinus University of Budapest.

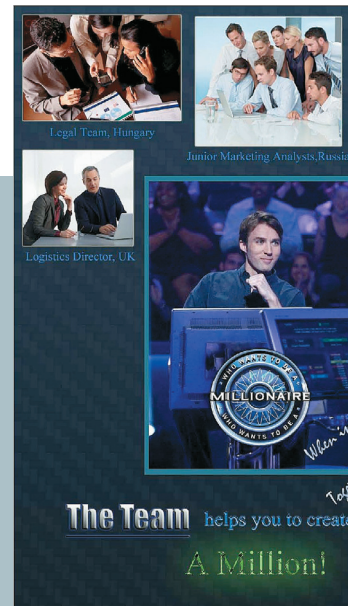
Three years later, virtual team projects are a standard part of several of my classes, including courses in culture, organizational behavior, and knowledge management. Each virtual team challenge includes collaborative research, a visual presentation and team report, a debriefing session at the end of the project, and individual papers in which students reflect on their experiences. Students receive two grades: a group grade for the project and an individual grade for their individual papers.

Students are assigned into teams, with members dispersed among several schools. We try to form teams with equal membership in each country, but that isn't always possible. Last semester, for example, I had 70 students in my class, my colleague in Italy had 80 students, and my colleague in Budapest had 17. In that case, teams each had three or four students from Russia and Italy, respectively, but only one student from Budapest.

But when a team is culturally imbalanced, it can provide a learning opportunity that we address during the debriefing. In our project with Corvinus, we asked the individual students from Budapest how it felt to be in the minority. We talked about how subgroups form and how team dynamics evolve as a result. This sparked discussion about how virtual teams can be more inclusive of all their members.

Creative Collaboration

I have experimented with different formats for the virtual team



challenge. In one of our first challenges, members of each team visited subsidiaries of the same international company, or organizations with similar missions, in their home locations; then they prepared reports of their findings. For example, members of one team visited IKEAs in Russia and Italy; members of another compared the national post offices of Russia and Italy. In another challenge, students developed cross-cultural training scenarios for a fictional international company.

In both cases, the largely analytical projects had mixed results. Students turned in interesting reports, but we discovered that students could do much of the work independently.

I now assign projects that require joint creativity. Each team now creates a visual presentation—usually an image designed to solve a problem for a real or fictional company. Students also must justify their choices for the image in a final report.

Most recently, students created promotional campaigns designed to help cosmetics company L’Oreal attract more males to its largely

We don't tell students what technology they should use to manage their teams. We simply give students a list of their teammates' e-mail addresses and let the communication begin.

female global workforce. The challenge for our students was to create a visual campaign that would fit into three different cultural contexts.

Because many students are accustomed to completing analytical projects in their business courses, they're often worried that they'll be graded on their graphic design skills with such an assignment. We assure them that it's the quality of their idea, not their artwork, that will determine their success.

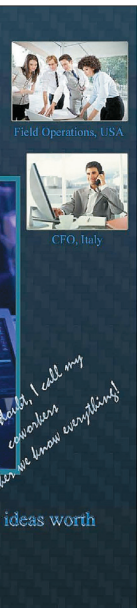
In analytical challenges, it's easy for students to say, "You write up the first part of the report, and we'll write up the second." When

the final product is a single visual, it's difficult for students to work independently. This format for the challenge has been more successful, because it forces students to interact and collaborate with all members of their teams.

A 'No Interference' Policy

There are two things that we do not do during virtual team projects. First, we don't tell students what technology they should use to manage their teams. We simply give students a list of their teammates' e-mail addresses and let the communication begin. From there, some students use Skype for video chats, some create Facebook groups, and some create Google groups. Some choose to communicate only through e-mail.

Teams that use only e-mail are often less successful than those that use social media and video chats. Students who use more robust collaboration technologies tend to build better relationships, experience less conflict, and manage conflicts that arise with more ease. How technology affects team dynamics becomes an important



These advertisements were created by teams comprising students in Russia, Italy, and Hungary as part of a virtual team challenge. Their assignment was to create a visual that would promote knowledge sharing among employees at Russian, Italian, and Hungarian subsidiaries within a single fictional multinational company, while also appealing to viewers in all three cultural contexts. In their final reports, the students explained their choices. In the images shown here (from left to right), teams focused on bike riders moving in different directions to highlight the discord that happens when employees fail to communicate; wooden dolls and a theater stage to represent cultural pride and creativity; the game show *Who Wants to Be a Millionaire?* to emphasize what can be achieved through teamwork; and a gold miner as a metaphor for extracting knowledge.

The Virtual Faculty Challenge

Bettina Gehrke, professor of organizational behavior at SDA Bocconi School of Management in Milan, Italy, has taught two courses that included virtual team projects. Both times, she worked in collaboration with Tatiana Andreeva of St. Petersburg University in Russia.

These virtual projects aren't just challenges for students, she says. They present substantial logistical—and sometimes even emotional—challenges for faculty as well.

"You must pay attention to who your students are, how much experience they have, what their level of frustration is when the virtual collaboration is not working as expected," she says. "Sometimes, as faculty, you have to coach the groups that are not up to the task. This means continuous monitoring by the teacher is necessary—we have to put a lot of energy into this project!"

It also is imperative that faculty pay close attention to details before the project starts, Gehrke says. In many cases, the professors involved in the collaboration may have never met each other in person. For that reason, they must be diligent about maintaining contact to make sure there are no misunderstandings.

Andreeva learned this lesson the first time she delivered a virtual team challenge, before she started working with Gehrke. "In my first experience, my colleague and I decided that I would grade one half of the projects, and she would grade the other half. But when we compared the results, we realized that we were grading very differently!" In the end, Andreeva

says she had to adjust her grading when she discovered that her partner had raised certain expectations with some students.

Andreeva has also discovered that faculty from different schools may face different institutional requirements—a professor at one school may have autonomy, while a professor at another may be required to abide by strict institutional requirements.

Professors who are entering into a long-distance teaching collaboration should spend a great deal of time communicating with each other by e-mail, phone, and Skype or video conference to build rapport and iron out details. They should discuss their grading styles, course criteria, institutional expectations, and communication styles, as well as how they plan to handle any minor issues that arise along the way, say Gehrke and Andreeva.

Most of all, faculty should prepare themselves for an unpredictable semester, Gehrke says. "During most classroom situations, the teacher can 'control' the learning situation. Not here. Faculty *must* be prepared to let their students 'jump into cold water,'" she advises. Once students are involved in the project, faculty then must be responsive to whatever arises, she adds.

"Projects like these are an ongoing, open learning process. Neither teachers nor students can know what's going to happen. That makes the learning experience real."



point of discussion during the debriefing session.

Second, we don't coach students on how to collaborate effectively. We want students to discover on their own the nature of virtual team dynamics—and the conflicts that can arise—as part of the experience.

That doesn't mean that students can't come to us with problems, or that we won't listen with sympathetic ears. But when there is conflict, we want students to try to handle it themselves. We once had a team of Russian and Italian students. Our students here complained about "lazy Italians," while the students in Italy complained that "Russians do not respect deadlines." They even asked if they could turn in different results, with one outcome from Russia and one from Italy.

We told them that was not an option, and they settled the conflict themselves and turned in a single project. We view these moments as opportunities for students to learn what their responsibilities are on multicultural teams.

Debrief and Reflect

We believe that much of the true learning happens during the debriefing session and in the self-reflective papers students write at the end of the project. That's when students realize what they did right, how they contributed to problems, and what they could have done to avoid conflict.

For example, an Austrian girl attending GSOM SPbU had been so concerned about deadlines that she pressed her teammates to have work ready days before it was due to make sure they had time for

revisions. Her teammates thought she was taking power that had not been delegated to her. She forced the team to stick with their first idea rather than give their creativity time to flow. Their report suffered, because their first idea wasn't very good.

After the project was finished, she came to me to discuss what had happened. She said that this was an enlightening experience, because she realized that she could have had an open discussion with her team about why deadlines were so important to her.

As a result of this project, this student learned to understand herself better, to work across cultures, and to apply strategies that will help her work more effectively on teams in the future. And from our perspective as educators, that's exactly the outcome we want.

.....
Tatiana Andreeva is an associate professor of organizational behavior and human resources management at St. Petersburg University's Graduate School of Management in Russia.

A Different Kind of Student Exchange

"Two Markets, Two Universities"
University of Massachusetts at Boston
College of Management

BY EDWARD ROMAR

In response to the ways that technology, innovation, and globalization are driving rapid changes in the business environment, the University of Massachusetts at Boston added a new dimension to its business curriculum. "Two Markets, Two Universities" is a 15-week undergraduate course that connects students in Hungary and the U.S. The course is designed to train students to work in cross-cultural teams, navigate time zones, and manage cultural and geographical barriers effectively.

I created "Two Markets" after my Spring 2009 Fulbright Scholarship experience teaching marketing at the University of Pannonia

in Veszprem, Hungary. My goal for the course is to take student exchanges to a new level by simulating a global work environment.

Transatlantic Project

UMB offered "Two Markets" for the first time in fall 2010, enrolling ten students at our Boston campus and ten students at the University of Pannonia. Students use course delivery tools available in Blackboard, combined with other collaborative technology, to work cooperatively in online environments. Faculty responsibilities are divided between the two universities, although primary teaching responsibilities lie with the University of Massachusetts Boston, which offers the course.

While "Two Markets" includes some lectures, its primary content is the creation of an international marketing plan. At the beginning of the course, students act as members of a team from a prestigious consulting firm. Then, they are divided into four cross-cultural teams, each with the responsibility to prepare a marketing plan for a real company,



Tips to Consider

For professors who want to design and deliver their own virtual challenges to students, Tatiana Andreeva and Edward Romar offer several pieces of advice:

■ **Tap your networks.** Andreeva networks with professors at member schools in the Global Alliance for Management Education (CEMS) to find potential partners for team challenges. “In CEMS, we have faculty groups and professional communities of teachers who all teach the same subjects,” she says. When she discovers someone with a syllabus or teaching approach that’s similar to hers, she reaches out via e-mail to see if there is potential for collaboration.

■ **Start small.** It’s natural to be uncertain about whether a faculty partnership will work well. Professors can test the waters by starting with smaller, less demanding projects lasting one or two weeks. If those go well, the assignments can be expanded into courselong projects.

■ **Don’t be limited by technology.** Romar notes that some schools’ systems may not have the capacity for large-scale video conferencing. In that case, it’s fine to use less intensive communication technologies—or, as Andreeva and her colleagues do, allow students to choose their own team-building tools.

■ **Be creative.** Although Andreeva uses virtual team challenges for organizational behavior and cross-cultural courses, she emphasizes that a virtual collaboration project could be adapted to almost any subject. But be careful not to assign a project that can be easily divided into parts, allowing students to work independently. Andreeva finds that projects involving creative output—not just analytical output—inspire students to collaborate the most.

■ **Prepare for students’ emotions.** One of the hardest aspects for professors during virtual team challenges is handling the gamut of student emotions that arise, including anger and even desperation. The key, says Andreeva, is to check in regularly with each team and to be sympathetic when students need to vent their frustrations. But it’s also important to stay neutral. Students should feel listened to, but must eventually take responsibility for managing emotions, solving problems, and completing tasks.

“Students tell me that these projects can be painful experiences, but I want them to experience these emotions for themselves,” says Andreeva. “Only afterward, during the debriefing, do I present them with formal guidelines for collaboration. I think they learn more this way.”

whose objective is to enter either the U.S. or Hungarian market.

To set up projects for the course, I approached the Small Business Development Center at the University of Massachusetts Boston and the Massachusetts Export Center, both funded by the Small Business Administration. These organizations helped

me identify two small companies based in Boston that wanted to expand into the Hungarian market and would be willing provide project case material. One company manufactures thermocouples; the other, tools for construction and telecommunications.

We also got help from Yet2.com, a consulting firm specializing in open

innovation that connects firms that have created new technologies with firms seeking new technologies. Yet2.com helped us find a German medical device firm planning to enter the Hungarian market. The faculty at the University of Pannonia identified a Hungarian youth camp that wanted to enter the U.S. market.

Student teams developed marketing plans to help managers at their client companies better understand such factors as market size and segmentation, product requirements, distribution strategies, and regulatory issues. Three of the teams were able to send their local members to tour facilities and meet with executives at their client companies. Only the fourth team, whose client was in West Germany, was unable to do so due to distance. Students submitted project reports each month and took mid-term and final exams. At the end of the semester, they presented their recommendations via an oral PowerPoint presentation and a formal written report.

Building Community

To facilitate a sense of community, we post media describing life at The University of Massachusetts Boston and the University of Pannonia online and invite students to explore that content at the beginning of the course. This material helps students at one campus gain a better understanding of their counterparts at the other. A sense of community and connection also is encouraged through the use of “Student Lounge,” a tool that allows students to post and receive voice messages from colleagues. To promote free communication, this is a space where faculty is not allowed.

Real-time collaboration is



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facilitated with teamwork rooms in Wimba, a bisynchronous communications tool. Teams can use Wimba for voice and video communications; they also can use its whiteboard function to collaborate on presentations and other activities, which they can archive for future retrieval. Wimba is used for real-time class meetings, as well as for office hours. Finally, teams can post asynchronous communications to team discussion boards, which include a Q&A discussion board available to everyone in the class.

Sparking Excitement

We did not know whether or how well the students from two universities would interact across six time zones through only voice and written communications—especially when one group was unfamiliar with the online tools required.


In an online exit survey, students reported having a good learning experience, although they admitted that overcoming the time difference

and organizing their projects at the beginning of the course was difficult. The group that was unable to meet executives at the West German company indicated that the inability to visit the firm was a limitation—and yet, this team wrote the most detailed plan of all four groups. The biggest shortcoming students reported was the lack of video conferencing, although we deliberately did not use that feature. We felt that the amount of data that video conferencing requires could overload our system.

What we found most surprising was that students did not consider cultural differences to be significant challenges in their collaborations. Many said that managing the time difference and language barrier was more challenging.

But we have been incredibly pleased with the results. Managers at all four firms told us that they found the information the students provided useful. Last fall, we offered the course again, this

time to graduate students, to determine whether the course is more appropriate at the undergraduate or graduate level. We've increased enrollment to 15 students from each campus, and we're incorporating video conferencing. At the end of the semester, we repeated the student exit survey, and we will compare results with last year's survey. Eventually, we hope to make this course an established part of the curriculum at both schools.

The course excites students from both universities, because it allows them to work with successful businesses, international colleagues, and the latest collaborative technologies. More important, it gives them valuable insight into the challenges and opportunities they're likely to face in their careers. 

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Edward Romar is a senior lecturer in management and marketing at the College of Management at the University of Massachusetts Boston.

Dispelling Myths *About* Online Education



EE'S

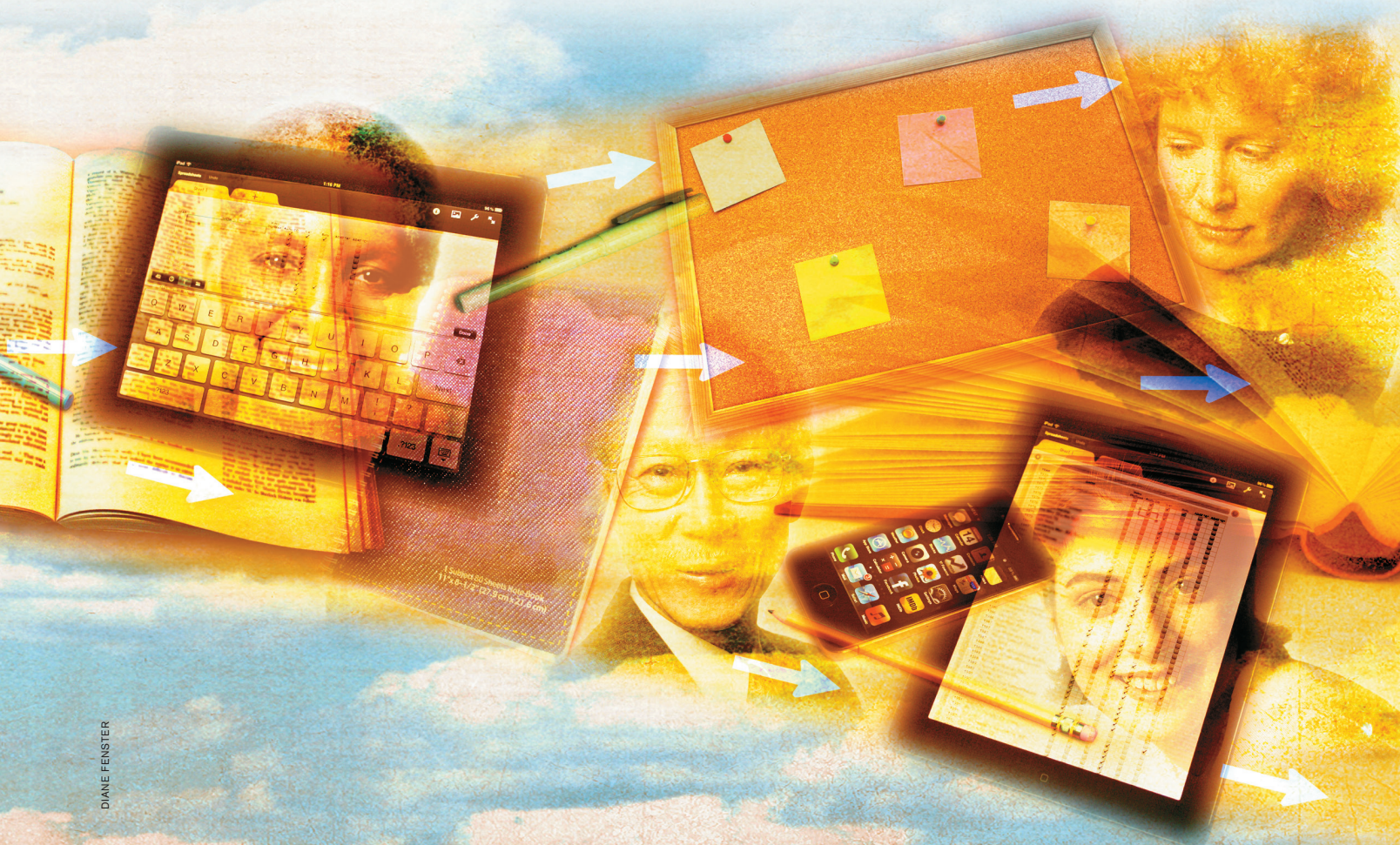
Think online learning isn't effective? Think again, say two online educators who stress that online learning can—and should—offer rich learning opportunities that are interactive, engaging, and experiential.

BY ROSEANNA DeMARIA AND TED BONGIOVANNI

Educators and students continue to question whether online education is as good as face-to-face. But we believe that debate misses the point by trying to draw direct comparisons between the two educational experiences. We argue that both have equal—but different—potential to enhance student learning. When educators stop trying to translate traditional classroom best practices into distance-learning venues, and start recognizing the unique

advantages of digital education, they can unleash the power of the virtual classroom.

It has become imperative that business educators do just that. If schools are to prepare students to excel in today's technology-driven business environments, educators must confront distance learning on its home turf and rethink the very nature of learning. In doing so, they'll discover a powerful learning tool for higher education.



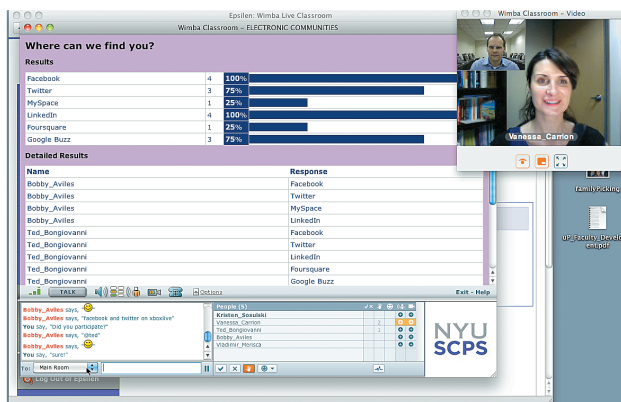
Claim:
Online learning doesn't engage students.

Fact:
Online learning can engage students more.

One of the biggest criticisms of online courses is that they lack the face-to-face engagement of the physical classroom. However, when online courses are done well, active engagement can be at the core of all of their activities.

Each semester, the New York University School of Continuing Professional Studies (NYU-SCPS) offers 30 courses, of which approximately ten to 15 are delivered online. That includes the core courses in the Leadership and Human Capital Management graduate program. In each of these six-week courses, students meet online two times a week for three-hour synchronous, video-supported sessions. Outside of class, students must contribute to asynchronous forums and blogs. Courses are taught by adjunct faculty who are practitioners in the field.

These classes are designed like consultant firms, in which the professor is the CEO and the students are C-suite executives. Compensation is in the form of grades, and client projects are our “exams.” Every synchronous online class session opens with a fast-paced, intense, and interactive exercise called the “CEO’s Shock and Awe Roundtable.” In this exercise, the CEO asks a question about the prior session’s learning, and his or her direct reports must answer in three thoughtful sentences that will engage the CEO



A live online classroom, such as this one at NYU-SCPS, encourages interactivity through blogs and live chat.

in a meaningful way. For example, after students have read a case study regarding the “Cola Wars” between Coca-Cola and Pepsi, the professor might ask, “As CEO, what is the biggest mistake I can make in vertical integration?”

Participants can see the face of the speaker on their screens. If their answer contains any “uhs,” “ums,” or “likes,” the professor cuts the student off immediately. If the answer is too fundamental, the CEO typically shouts back, “And you think I don’t know that?” These sessions are recorded and archived, so that students can review their performances after class—a benefit that is often not available in an on-site classroom.

After the online session, students often blog about how their heart rates increase and their palms get sweaty in anticipation of the discussion. One student even explained that during the first shock-and-awe session, she was sitting down on her sofa with her laptop on her lap. When it was her turn she began with “Um,” before the professor cut her off. After that, she got up from the sofa, put her laptop on her desk, and stood for the rest of the session!

This exercise demonstrates the undiluted power of virtual engagement, which any professor can incorporate in an online classroom. This

level of interaction, which is anything but passive, helps students enhance their ability to think under fire and develop a habit of reflecting on their performances. These capabilities will serve them well in the business world.

Claim:
Online learning doesn't promote critical thinking.

Fact:
Online learning tools enhance critical thinking, especially in high-pressure situations.

Today’s generation has grown up in a world of ubiquitous communication technologies. They are master task switchers and can comfortably text, scan Web pages, and converse with friends in fluid sequence. Simply put, they are accustomed to “thinking out loud” in multiple online settings. The virtual classroom allows us to channel our students’ capacity to “think out loud” into an ability to practice focused, multidimensional critical thinking.

For example, when teaching a case study in an online class, the professor often begins by asking the group a question and calling on one student to answer. However, as the student progresses through his or her analysis, the professor texts related questions to the other students in the class. These texts appear to the entire class in a box onscreen, alongside the classroom whiteboard, roster of participating students, and a picture of the speaker. Now the entire class is thinking about both the student’s ongoing analysis and the professor’s

Community Building Is Key to Online Learning

BY KRISTEN SOSULSKI

At the New York University School of Continuing and Professional Studies (NYU-SCPS), we work to ground our programs firmly in the knowledge that learning is an inherently social activity. We know from research that people learn best when they are part of a community of practice. So in our online courses, students and faculty are part of learning communities filled with industry professionals, peer practitioners, and experts.

If schools want to design online courses that are dynamic, engaging, and educationally rich, I offer the following do's and a couple of don'ts:

Do...

...allow faculty to design their courses. This leads to teaching that's filled with enthusiasm and creativity—the kind of teaching that builds dynamic learning communities and keeps students returning to the online classroom.

...hire practitioners to teach. Some of our faculty are CEOs, CFOs, CLOs, and CMOs who bring their experiences to the online classroom. Their firsthand knowledge and passion for the topics they teach adds an applied dimension to our curriculum and leads to high student-to-student and faculty-to-student engagement.

...offer 24/7 support. No matter where students are located, they must be a part of their school community and the global network of the university. For that reason, we work to deliver the same support to distance students that we do to our on-site students. That support includes online office hours, student orientation materials, 24-hour technical support, and tutoring help. That infrastructure helps online students feel included in the school.

...design structured “meet-and-greet” activities. We want students to feel part of a learning community with their peers across NYU-SCPS, so we offer weekly online student orientations. During these “office hours,” we offer

structured opportunities for students to meet one another, learn about the student services available, and even see and talk to each other online, in real time. It's critical to create such opportunities throughout the program, so that the school can connect with online students to ensure they feel supported and are aware of the resources available to them. The orientation is delivered online, enabling students to complete it at their own pace prior to the start of their online classes.

...give students a head start.

A week before courses begin, students are encouraged to familiarize themselves with the course expectations and introduce themselves to their instructors and fellow classmates. During this period, instructors lead community-building activities to engage students and set the tone for the weeks ahead. For instance, faculty ask each student to build a digital ePortfolio, an online profile that includes the student's picture, biography, and résumé. Throughout their careers at NYU-SCPS, students use their ePortfolios as a place to curate examples of their course projects, papers, and other achievements.

...provide opportunities to network.

Faculty provide multiple opportunities for students to network and collaborate with their peers and experts from the field. These include team-building activities, discussions led by special guest experts, and group projects where students work on actual problems facing an organization.

Don't...

...use only text-based tools. Online courses must be more than posts to discussion forums. Instead, we take advantage of a wider ranging tool set. We encourage communication and collaboration through online workspaces that allow for synchronous and asynchronous voice, video, and text-based communications. This method is consistent with the research on learning styles—not all students communicate best through writing or learn best through reading.

...let the end of class mean an end to learning. Learning and career development are lifelong activities. They don't end when an online course is over. That's why NYU-SCPS online courses never expire. Students continue to communicate with their former instructors and classmates and access course materials. Whether they've taken one course with us or earned a master's degree, students will find their ePortfolios are always available. Students can even use these ePortfolios to demonstrate their competencies for career and networking opportunities.



As a whole, this approach is simple, but it's not easy. A more efficient, but less effective, approach is to arrange for an instructional designer to work with an expert to create content for online courses. But this approach leads to generic courses, bored students, and disengaged online communities where students have few incentives, aside from a credential, to continue their online studies.

We avoid that by designing our courses to live up to the vision that NYU President John Sexton has established for us to be a “Global Network University” that connects and educates students around the world. From creating learning communities to designing classes with leading practitioners, we strive to deliver online educational experiences that continue long after our students finish their programs.

In addition to teaching in the NYU-SCPS, Kristen Sosulski is clinical assistant professor of information, operations and management sciences, and director, Center for Innovation in Teaching and Learning at NYU's Stern School of Business.



DIANE FENSTER

query—they then can text back their own responses. At the same time, the speaker can react to those texts simultaneously.

When professors use text and voice simultaneously in online discussions, the cohort becomes fully engaged, able to think out loud together. And because this level of interaction demands total focus, all the time, students are forced to think in more disciplined ways. Done well, this approach is a potent answer to teaching multidimensional thinking and critical analysis on the fly.

Claim:

Online learning can isolate students.

Fact:

Online classrooms can promote greater inclusion and confidence.

In face-to-face classrooms—not to mention in actual business settings—intense, high-pressure interactions can exclude individuals who are shy or fear failure. Because of its “public/private” nature, the online classroom offers shy students a safe environment to share their ideas. Those who might feel excluded in traditional classrooms often feel more empowered to participate in online synchronous discussions. In the process, they can develop their creativity, take more risks, and contribute more to the conversation.

In their blogs, students often share what it was like for them to learn to be more active contributors. One student wrote, “I’m not one who normally participates in class, but I’ve made an effort to contribute more and admit it makes class more interesting.”

This is one of many similar comments students wrote in their blogs. Professors who develop multiple modes of contribution in their online courses are likely to discover that more students participate, not fewer.

Claim:

Online courses are static.

Fact:

Online courses are dynamic, reflective, and experimental.

In business, much of the preparation for boardroom meetings takes place well before the board meets, and it’s no different for our online courses. The synchronous classroom is only part of the online equation.

To ensure richer learning environments, each week professors pose key questions on the discussion forum that help students deconstruct the case that will be under discussion during the synchronous online session. The professors help direct discussion with brief responses to student postings, acting much like CEOs who use their BlackBerries to respond to emails. Students use these forums to try out their ideas and practice their analytical skills without the time constraint of live discussion—with each post, they’re preparing for the learning crucible of the live classroom.

We also require students to write blogs, where they reflect on what they are learning and connect it to

their prior knowledge. These blogs, which we view as learning journals, are not private diaries, but public reflections shared with the professor and the class. In these blogs, students are invited to bring in their expertise from their fields and review their past performances. This exercise helps students not only make deeper connections to the content, but also create a community of supportive learners.

‘Living the Learning’

At NYU-SCPS we embrace a “living the learning” approach in our online course design. The tools we use in online classrooms are the same ones that global firms use to coordinate global teams, manage projects, assure the quality of project results, improve productivity, and align objectives across the organization.

In other words, a virtual classroom does not simulate the virtual experiences our students will have in the workplace—it *is* the virtual experience. For that reason, it’s imperative that educators explore ways to maximize the benefits of online learning tools on their own terms, not continually view them as “substitutes” for face-to-face techniques. Our commitment to business and higher education demands that we take this journey. Our students deserve nothing less. **Z**

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Roseanna DeMaria is an associate adjunct professor and Chief Learning Officer in the Leadership & Human Capital Management graduate program at New York University's School of Continuing and Professional Studies. Ted Bongiovanni is the director for distance learning and an adjunct instructor at NYU-SCPS.

Celebrating Food Marketing 50 Years



This year, 2012, marks an important milestone for Food Marketing at the Haub School of Business. From its beginnings in 1962 as a popular business major, it has developed into a multi-faceted enterprise comprised of industry-specific undergraduate, master's and executive MBA degree programs; robust co-op, internship and career development services; and industry research and educational outreach programs. Today, our scholar faculty, thousands of graduates in leadership roles in virtually every branch of the food and allied industries, and our industry partners help ensure that a new generation of students is educated and prepared for the challenges of the next 50 years.



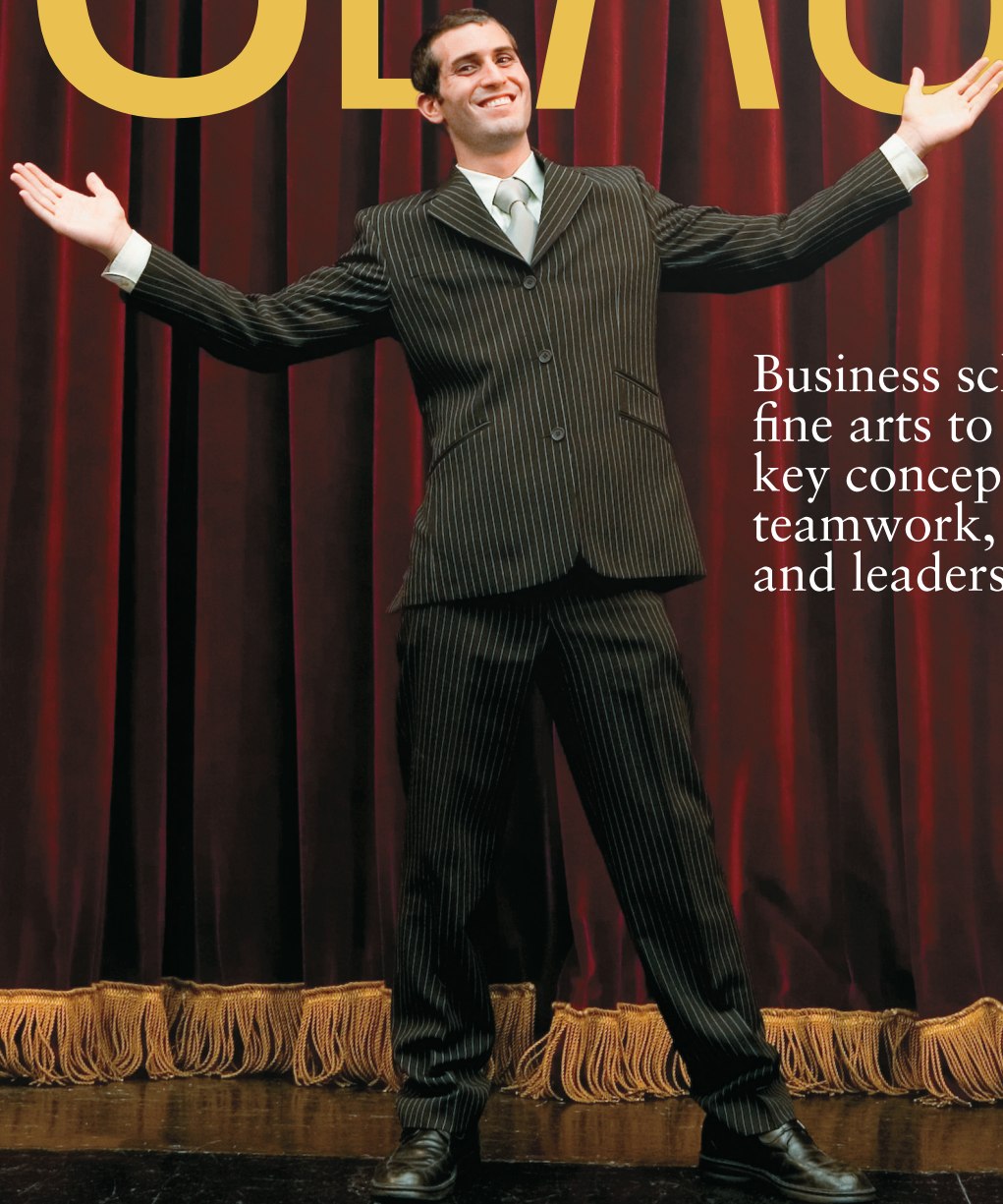
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CREATIVITY in CLASS



Business schools turn to the fine arts to teach students key concepts about teamwork, communication, and leadership.

BY SUSAN FEINBERG

Most MBA students don't expect to be playing percussion instruments on a symphony stage or performing improvisational scenes and monologues during the course of their studies. But as business schools look for memorable ways to teach leadership and critical thinking skills, the fine arts have gained a presence in many programs. The idea is that students need to learn how to think creatively every bit as much as they need to learn how to manage the supply chain.

"So much of what we do in an MBA program is directed toward analyzing and solving problems," says R. Edward Freeman, University Professor and Elis and Signe Olsson Professor of Business Administration at the University of Virginia's Darden School of Business in Charlottesville. "For the most part, the MBA curriculum doesn't help students exercise the right part of their brains. If business schools are to stay relevant in the globalized world of the 21st century, we have to help students create and discover new ideas. The problems that today's business leaders face require a substantial dose of creative imagination."

Leadership has always been a critical competency for business executives. But the cur-



rent financial crisis has underscored the need for them to sharpen their thinking skills, whether they need to question their assumptions or look at problems from multiple perspectives.

"Sometimes we have this concept that creativity is a softer skill in business," says Daena Giardella, a lecturer at the Massachusetts Institute of Technology's Sloan School of Management in Cambridge. In addition to being a leadership coach and organizational consultant, Giardella is a professional actress. "However, in an economic downturn that involves global and institutional changes that we've never seen before, these so-called softer creative skills—the ability to listen, influence people, and form powerful relationships—are now the hard skills. Creative thinking helps people respond in the moment with authenticity to the needs of their team or organization."

Economic downturns are major opportunities for growth, she adds. "Business executives need to be able to look at the big picture and say, 'Things are tight right now, but what's the five- or ten-year plan, and how am I positioning myself?' Now is the time when innovation and creative thinking are needed most."

Here, three schools share the programs they've created to help students develop the necessary creativity and confidence to be leaders in the new business environment.

All the World's a Stage

At the Darden School, students can channel their inner actors in the class called “Leadership and Theatre: Ethics, Innovations, and Creativity.” Even more important, participants in the 24-member class get a hands-on lesson that effective leadership is as necessary in acting as it is in business.

“We spend a fair amount of time on standard acting exercises to get students in touch with their own emotions,” says Freeman, who co-teaches the class with Randy Strawderman, a professional director in Richmond, Virginia. “They often think that good acting is about loud voices and big emotions. We

tell them that really good acting is about being authentic, trying to find the place where you can display the right emotion, the right behavior, at the right time. I happen to think that’s good leadership, too.”

Students write an original play during the first four weeks of the class, then direct, produce, and perform it during the last three weeks. There is also a condensed, one-week version of the course held during the school’s January term. Students in that course have to create a six-minute play on their first day of class and perform it the next day.

While Freeman admits the experience is intense, he believes its benefits to students are enormous. “They’ve experienced something about trusting their own emotional intelligence. And they’ve learned what it means to work as a member of a high-performance team and be creative in a way that they’ve never been before. In the end, there’s a kind of euphoria that they’ve pulled it off.”

During the course, students also perform ten-minute plays and participate in a number of improvisational scenes. As they do these exercises, they need to reach inside themselves to find ways to display real emotion, and that can be difficult.

“Maybe a student is supposed to get angry in a particular part of the play and can’t figure out how to do that,” Freeman says. “The director will work with the student and ask, ‘Can you think about a time when you were really angry? Can you find something in your experience that you can use to help you display the kind of behavior you want to display?’ If the acting is going to be good, it has to be real. After the exercise, I say to them, ‘Okay,



Professor Edward Freeman helps students get in touch with their emotions in the “Leadership and Theatre” class at the Darden School.

how can you bring this to a real-life business setting?’ We spend the bulk of the class discussing that.”

Students also practice giving feedback in such a way that people will hear it and respond to it in a positive manner. For example, students may have to provide feedback to fellow actors in the class to help others improve their technique. Or, if a student director is working with an actor whose native language is not English, he might have to figure out how to provide constructive feedback about pronunciation and accent so that the audience will be able to understand the performance. This kind of detailed exercise on giving and receiving feedback is one of the most important parts of the class.

By the end of the course, students understand that collaboration and team building are vital to their success. “With our theater company, there’s no room for students to say, ‘I’m going to do my part, and I don’t care if you do your part,’” Freeman says. “They’re all in it together. So there’s a flat-out commitment to making everyone great.”

Darden students learn that good acting—and good leadership—means being authentic and learning how to display the right emotions.



JACK LOONEY

Under the Influence

When Giardella teaches “Improvisation and Influence: An Experiential Leadership Lab” at MIT Sloan, she moves aside all the furniture in the classroom and gets her students on their feet. She often plays music to help them warm up. Sometimes they dance around the room. Then they form small groups and perform on-the-spot improvisational exercises, scenes, and monologues. In the debriefing afterward, Giardella always draws lessons in leadership and creativity from the performances, and applies them to real-life business and professional settings.

One of the major themes of the class is how individuals can learn to persuade people to support their points of view. Students are asked to examine their habits and default responses and come up with new ways to approach situations. In one scene, a student plays an employee who tries to persuade a type-A, intimidating boss to provide more money for a key project. In another exercise, a student plays a boss who is annoyed with an employee



KELVIN MA

In MIT Sloan’s “Improvisation and Influence” class, students dance, perform improvisational scenes, and deliver dramatic monologues to learn about creativity and leadership.

who didn’t respond to e-mails. Giardella also has students identify and play a bullying or bossy person who is difficult to influence.

“There’s a lot of conversation after these exercises, which consist of putting yourself in another person’s shoes,” says Giardella. “Students begin to understand the choices and motivations of the characters they’re playing and realize that they have some of those qualities. They become desensitized to the behavior of the difficult person. When they go back to an actual work situation, they have more information about that person and are not relating to the bullying, but to the motivation behind it.”

In another improvisational exercise, a student will argue one side of an issue, such as privacy on Facebook, then switch positions and advocate for the opposite point of view. This helps students become spontaneous communicators who can think fast on their feet, hear what someone else is saying, and respond creatively. “If you want to influence people, you have to be able to anticipate their arguments and understand why they

believe passionately in their positions,” Giardella says.

In the beginning of the class, students are often skeptical. “They’re enthusiastic but wondering, ‘Wow, can I really do this? I’m not good at this stuff,’” says Giardella. “I put a lot of focus on establishing safety and trust in the room. That helps harness their creative enthusiasm and dispel any fear and self-consciousness. I tell them that our first agreement is that they give themselves permission to be silly. That provides them a lot of freedom.”

Whether students go on to be CEOs or entrepreneurs, improvisational skills are important to their future success. “The improvisational approach is a doorway into moment-to-moment creative thinking,” says Giardella. “Whenever we’re presented with human interactions and conflicts, we need to imagine ways to circumvent obstacles, find solutions to problems, and invent new options. With the improvisational mindset, you’re ready to meet the moment with a ‘yes’ instead of a ‘no.’ You can cut through a lot of distracting information and get to the heart of what matters.”



DAMIAN HICKEY

Lecturer and professional actress Daena Giardella (left) works with a student during an improv exercise.



BRENT SMITH

Students at Butler University's College of Business learn leadership principles by observing how members of the Indianapolis Symphony Orchestra perform together.

Facing the Music

MBA students learn how to define and develop their approaches to leading others when they take Jerry Toomer's "Perspectives on Leadership" course at Butler University's College of Business in Indianapolis, Indiana. During one of their classes, they spend four hours at the Indianapolis Symphony Orchestra exploring the artistic side of leadership through a discussion with the ISO's leaders.

The class begins with the ISO's general manager and vice president of learning giving students a general overview of what to expect from the experience. "We want students to understand the business side of the symphony and how that fits with the artistic side of the symphony's work," says Toomer, who is an adjunct professor and

executive partner in the College of Business. "The ISO leaders talk about the structure of the organization and union rules, and how they've come to find leadership styles that are effective for them in this particular setting."

Then students select a percussion instrument—from triangles to drums to large shakers—and form a circle. Several of the participants are asked to lead the circle and communicate their vision of the kind of music they want to create. The students begin playing their instruments, guided only by nonverbal cues from the leader to play louder, slower, or faster.

Next, the students assemble on the stage where the symphony plays and form a semicircle around a wind ensemble, which does not have a conductor. As the musicians perform different pieces, students observe how they work together. Some students also have the opportunity to conduct the ensemble. After the performance, the French horn player leads a discussion that emphasizes the importance of teamwork. He explains how, in the leaderless wind ensemble, all the musicians are leaders in their own ways, yet they all have to work together.

From this symphony visit, students learn the importance of developing listening skills and understanding nonverbal communication. "Being on stage with musicians brings that to life in a very acute way," says Toomer. "As a musician, you need to be simultaneously cre-

ating great music and listening very carefully to the musicians around you. The analogy with business organizations is that employees also need to be highly tuned in to the people around them."

At the symphony, students also learn a great deal about teamwork and overcoming work conflicts. "You have this family of 87 musicians who have played together for decades," Toomer says. "There are real situations in which you may be sitting next to your ex-spouse or dating the person four chairs over. Or you may have had enormous conflict with the person you're sitting next to in the string section or horn section. But when you're on stage, everyone is expected to make beautiful music together."

Above all, the class gives students an opportunity to discover their own authentic leadership styles. "I ask students in the first class, 'Why do you lead the way you lead?' They have some random ideas, but they don't know," says Toomer. "By the end, I want them to be more definitive and confident in how they answer that question."

Art and Business

As global business grows increasingly complex, CEOs and other top executives will need to continually improve their leadership, communication, and critical thinking skills. Fine arts programming can teach MBA students to think on their feet, respond quickly to challenges, and find creative solutions to everyday problems—in short, to develop the skills that will be required of all business leaders of the future. **Z**

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Susan Feinberg is a freelance writer specializing in higher education.



BRENT SMITH

Adjunct professor Jerry Toomer (in brown shirt) explains how the artistic and business sides of the symphony must work in harmony.



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Focus on Faculty: Collaborating for Peace

The University of Stellenbosch's Brian Ganson stresses that cooperation across disciplines is crucial for the world—and in the classroom.

THE MORE THAT multinationals embrace cross-disciplinary and cross-sector collaboration, the more peaceful and economically stable the world will be. That's a central message of Brian Ganson's research. Ganson is senior researcher with the Africa Centre for Dispute Settlement at the University of Stellenbosch Business School in Bellville, Cape Town, South Africa. He is especially interested in the role large-scale global collaboration can play to end violence and prevent conflict in the world's most war-torn regions.



Brian Ganson

Given his background, Ganson admits that he may be unduly biased toward interdisciplinary collaboration. In addition to his post at USB, Ganson is a senior fellow with the Center for Emerging Market Enterprises at the Fletcher School, a cross-disciplinary graduate school of international affairs at Tufts University in Medford, Massachusetts. He also holds a law degree from Harvard Law School and a master of arts in law and diplomacy from the Fletcher School.

"The Fletcher School has great success with 'and' courses—law *and* development, conflict resolution *and* human rights," says Ganson. "There needs to be more of these 'and' courses built around business fields of study."

Ganson sees a special need for cross-fertilization across multinational businesses, peace-building agencies such as the United Nations, and NGOs dedicated to economic development. Such interaction could help bring a quicker end to the conflicts still active in many countries. He focuses on this topic in his recent paper, "Business and Conflict Prevention: Towards a Framework for Action."

For the paper, Ganson conducted interviews with 50 leaders from multinationals, many of whom reported that their organizations struggle internally with "inter-group bias, group territoriality, and poor negotiations." In some companies, he writes, "it is harder to

work with other divisions or departments ... than it is to work with stakeholders outside the organization." These problems are compounded when multinationals enter into developing regions.

Companies that make collaboration a priority, however, may have more than a competitive advantage in global markets—they may be true peacemakers in the marketplace, says Ganson. He argues that when businesses, foundations, government agencies, and NGOs create partnerships and consolidate energies, they can make a quicker and more positive impact on a country's economic stability than any group can do alone. As example, he cites a recent collaboration between the Rwandan government and the private sector to help the country transform its coffee industry. In just one year, Rwandan coffee exports increased dramatically—to US\$47 million in 2008 from \$35 million in 2007. Rwandan farmers are benefiting from not only higher standards of living, but also more frequent interactions with others in the industry, which has reduced ethnic conflict.

"As employment, incomes, and interactions across previous divides increase, there is evidence of ... greater levels of trust and conditional forgiveness, and more positive attitudes toward reconciliation" in Rwanda, Ganson writes.



ROBERT HARDING/GLOW IMAGES

Even so, multinational companies often fail to make conflict prevention a priority, sending their senior managers to handle projects in unstable regions wholly unprepared for the task, says Ganson. In fact, many managers Ganson interviewed reported that they felt they lacked the leadership and interpersonal skills required for these challenging global assignments.

According to one person, corporate managers who handle projects in some regions of the world must be “peace practitioners” who can develop trusting relationships with people with diverse backgrounds and values. They must be good listeners and mediators, staying calm in the face of “danger, threat, and emotional and physical stress.” These are skills not necessarily taught in the business school classroom, says Ganson.

In an upcoming research project, Ganson will call for business to pay more attention to this skill set. He also will discuss ways that multinationals, nonprofits, government agencies, and NGOs can put more effort into forming cross-sector partnerships—also known as national “Infrastructures for Peace” (I4Ps). One example of an I4P is the Ghana National Architecture for Peace. Ten other countries—which range from Nepal to Uganda—are planning to form I4Ps of their own.

Business students who plan to work for multinational companies must learn how such large-scale collaborative entities form and operate—and develop much broader skill sets, says Ganson. “We need to put business students into situations where the problem cannot be solved through business thinking alone,” he says. He sees a need for students from different disciplines to work together to view investments in a country like Sierra Leone or Liberia from financial, technical, legal, political, strategic, human rights, and social perspectives. That will take a conscious effort from business faculty to create more multi-stakeholder, multidisciplinary case studies and courses.

Only then will the business curriculum “model the dynamics that business managers will increasingly confront in their leadership roles,” says Ganson. “We do students a great disservice if the first time they work with a government agency or an NGO is well into their business careers.”

“Business and Conflict Prevention: Towards a Framework for Action” is available at www.usb.ac.za/Media/News/Business-and-Conflict-Prevention_Ganson.pdf.

UPCOMING & ONGOING

■ THE HUMAN SIDE OF LOGISTICS

INSEAD of Fontainebleau, France, has partnered with Kühne Logistics University (KLU) of Hamburg, Germany, to open the INSEAD-KLU Humanitarian Research Centre. The center will promote research and events related to humanitarian logistics, a field focusing on areas such as disaster response, global healthcare supply chains, and fleet management.

■ THE ECONOMICS OF INNOVATION

Joshua Gans, professor of strategic management and Jeffrey S. Skoll Chair of Technical Innovation and Entrepreneurship at the University of Toronto’s Rotman School of Management in Ontario, Canada, has received US\$976,000 from the Alfred P. Sloan Foundation for a three-year study of the economic drivers behind scientific contributions and the impact of digitization on knowledge contribution.

■ EYE ON COMPETITION

Harvard Business School has launched the U.S. Competitiveness Project, which aims to help U.S. companies compete more effectively in the global market. The project will include a digital forum at www.hbs.edu/competitiveness.



■ SUSTAINABILITY INITIATIVE

Wells Fargo has given a US\$250,000 grant to the University of Minnesota’s Carlson School of Management in Minneapolis to develop the school’s Sustainability Initiative, which will promote research on consumer behaviors associated with the purchase, use, and disposal of environmentally beneficial products and processes.

■ CAPITAL PARTNERS

The Private Capital Markets Project at Pepperdine University’s Graziadio School of Business and Management has partnered with Dun & Bradstreet Credibility Corp. to develop research on the national economy and private capital access for small and medium-sized businesses, including a national annual economic forecast and a monthly Private Capital Access Index.



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What Makes Networks Tick

JUST WHAT DRIVES social networking relationships? How do they connect? And what kinds of relationships on social networks will lead to others? In a recent study, researchers at Columbia Business School in New York, New York, and the University of Zürich in Switzerland set out to discover whether they could predict how social network connections form.

The researchers include Asim Ansari, professor of marketing, and Oded Koenigsberg, associate professor of business and marketing, both of Columbia; and Florian Stahl, assistant professor of business economics at the University of Zürich. The group studied social networking among two groups: managers involved in product development in the workplace and musicians connecting via a Swiss online social networking site.

The researchers studied three types of relationships among musicians on



Asim Ansari



Oded Koenigsberg



Florian Stahl

the Swiss site: individual friendships between musicians, relationships based on the exchange of information, and downloads of other artists' music. They found that they could predict the likelihood that each type of relationship would form based on factors such as geographic location of users, online popularity of artists, and whether a user was an individual artist or the member of a band. A combination of these factors determined the strength of the connection.

The researchers then studied the networking activity among managers in the workplace. They moved all the manager participants into a single facility, and then they studied the types and strength of relationships before and after the move. They found that the model they had developed in their study of the Swiss site accurately predicted how relationships formed among managers in an actual workplace.

These results can help those responsible for their organizations' marketing and customer relationship management in two ways, the researchers say. They can use the study's framework to better spot the most influential individuals in a social network and predict their future connections, and they can better manage the communications among employees, increasing efficiency and productivity in the workplace.

"Modeling Multiple Relationships in Social Networks" was published in the August 2011 issue of the *Journal of Marketing Research*.

Is There “Harm” In “Harmony”?

ALTHOUGH HARMONY among employees can build trust in the workplace, its impact may not always be positive, according to Scott Wiltermuth, assistant professor of management and organization at the University of Southern California Marshall School of Business in Los Angeles.



Scott Wiltermuth

Wiltermuth conducted two studies on the effects of synchrony—or simultaneous action—among individuals. For the first, experimenters divided 155 participants into teams of three and trained them to move plastic cups on a table to music they heard through headphones. Some teams were trained to do so in sync with each other; others, to do so out of sync; and others, to hold their cups above the table. Participants then were given three minutes to memorize a list of cities. They were told that after the experiment, those scoring in the top 25 percent of a memory test would be entered in a lottery to win \$50.

Next, participants were asked to repeat the cup-moving exercise. But first, they were asked to choose the music those in the *next* group would hear during its exercise. In each group, experimenters planted an

insider to try to convince the group to choose a loud and aggressive music selection, appropriately called “Noise Blast.”

Wiltermuth found that those in the synchronized group were more likely to choose the unpleasant soundtrack for the next group than those in



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the other two groups—particularly factoring in the competition that would follow. They were less concerned with the welfare of the next group because they identified so strongly with their own, he says.

As part of a second study, 89 participants were assigned to one of three groups. The first was asked to walk in-step with an experimenter; the second, to walk out-of-step with the experimenter; and the third, to simply walk. Then, the same experimenter asked some participants to funnel as many sow bugs as possible into a device they were told would kill the bugs; others were asked to do so by a different experimenter. (No bugs were actually killed.)

Those in the in-step group who received these directions from the same experimenter funneled nearly 54 percent more bugs into the device than those in the control group; 38 percent more than those in the out-

of-step group; and 50 percent more than others in the in-step group who received directions from someone other than the experimenter. The in-step group felt a stronger bond to their experimenter than other participants, so they were willing to be more aggressive at the experimenter's request.

Both studies should be cautionary tales for companies trying to encourage synchrony among employees. Managers need to take into account the power of influence, says Wiltermuth. "The findings suggest that synchrony cannot only be used for good, but also as a tool to promote evil."

Wiltermuth's first study, "Synchronous Activity Boosts Compliance with Requests to Aggress," appeared in the January 2012 issue of the *Journal of Experimental Social Psychology*. His second study, "Synchrony and Destructive Obedience," is forthcoming in *Social Influence*.

Women of Influence

THE IMPACT and absence of women at the top spots of Fortune 500 companies in the U.S. are the subjects of several recent research reports:

■ The InterOrganization Network (ION) released its Eighth Annual Status Report on women directors and executive officers of 100 public companies in 14 regions of the United States. "Gender Imbalance in the Boardroom: Opportunities to Change Course" finds that among Fortune 500 companies in the 14 regions, Massachusetts reported the highest percentage of women directors at 20.6 percent.

All but three regions—Kansas, Missouri, and the New York metropolitan region—reported a decrease in the number of all-male boards between 2010 and 2011. ION also found that of the 542 new independent directors elected to corporate boards in 12 ION regions between 2010 and 2011, 87 were women (16.1 percent).

Of all regions, Florida made the biggest strides. It reported a 5 percent increase in the percentage of women executive officers over the last year. Even so, 42 of Florida's top 100 public companies have no women directors, and women occupy only 9.3 percent of its board seats.



STOCKBROKER/TRA/GLOW IMAGES

The report is available at www.ionwomen.org/wp-content/uploads/2011/12/ION_StatusReport_2011.pdf.

■ Catalyst, a global nonprofit dedicated to expanding opportunities for women in business, has released "Women on Boards." The report measures the per-

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centage of board seats women hold in companies around the world, compared to Catalyst's desired benchmark of 50 percent. Out of 44 countries, Norway holds the top spot at 40.1 percent, with Sweden a distant second at 27.3 percent. Rounding out the top five are Finland (24.5 percent), the United States (16.1 percent), and South Africa (15.8 percent).

The bottom five include Bahrain (1 percent), Japan (0.9 percent), the United Arab Emirates (0.8 percent), Qatar (0.3 percent), and Saudi Arabia (0.1 percent).

"Women on Boards" can be found at www.catalyst.org/publication/433/women-on-boards.

■ Another study conducted by researchers at Harvard Business School in Boston, Massachusetts, and Catalyst focuses on women's impact on corporate social responsibility. It finds that U.S. companies with women in senior leadership positions

engage in more socially responsible activities than those with fewer women in those roles.

According to "Gender and Corporate Social Responsibility: It's a Matter of Sustainability," Fortune 500 companies with no women directors contributed an

average of US\$969,000 to charitable causes in 2007, compared to \$27.1 million by those with three or more women on their boards. The report finds that each additional woman on the board equates to a \$2.3 million increase in giving. For every 1 percent increase in a company's women corporate officers, its annual giving increases by \$5.7 million.

"Operating with gender-inclusive leadership can provide diverse perspectives on fairness, which may broaden the company's understanding of CSR," the authors write. Furthermore, they continue, "when

For every 1 percent increase in a company's women corporate officers, its annual giving increases by \$5.7 million.

leaders spotlight gender issues in their CSR strategies, they often position their organization for sustained growth, and the payoff extends beyond the company to society."

The study can be found at www.catalyst.org/publication/507/gender-and-corporate-social-responsibility-its-a-matter-of-sustainability.

technology

Committed to Collaboration

A recent MBA discusses the importance of collaboration to learning—and the online social network she designed to bring students together.

“IT TAKES A VILLAGE to raise a child,” the saying goes. But Pooja Sankar believes it also takes a village to help students learn. That’s why Sankar developed Piazza, an online social network and learning community. She designed, tested, and launched the idea while still completing her MBA degree at the Stanford Graduate School of Business in California.

With a name that means “public gathering place,” Piazza promotes 24/7 collaboration among students and faculty. It offers students a more immediate way to “get unstuck” when they hit obstacles in their learning process, Sankar says. She felt the frustration of “being stuck” all too keenly during her time as one of only a handful of women in the undergraduate computer engineering program at the Indian Institute of Technology in Kanpur.

“Most nights, I’d be up until 6 a.m. stuck on the nuances of the assignment,” Sankar writes on Piazza’s Web site. “Google was too general for my questions, as were discussion forums. I’d sit in a corner of the computer lab, too shy to ask the guys in my class.



They’d all talk to one another, ask each other questions, and learn a lot by working together. I missed out on this learning.”

In 2009, she tested her prototype for the platform in a single core business course at Stanford. She recently received US\$6 million in venture capital, which will be used to expand Piazza’s interactive features and reach out to more schools.

Here, Sankar talks about her experience as a young MBA-turned-entrepreneur who is passionate about seeing her big idea grow. She also offers business schools some insight on what students like her want from their MBA experience.

When did you know you wanted to start a business?

I was taking an entrepreneurship class during my first year at business school when I realized that I have an idea that I’m passionate about—helping students collaborate and learn better together. That’s when I started thinking deeply about Piazza. I started developing a more concrete vision about what the Web site would look like and how students would interact on it.

During the summer before my second year, I didn’t take an internship. I just moved into my brother’s home, since I didn’t have any money, and I worked on Piazza by myself! I picked up a book on the Web design platform Ruby on Rails and built the first version.

What was your vision?

In 2009, I envisioned Piazza as a Q&A platform where students who were stuck could come to get unstuck. Today, we’re used by more than 100,000 students in 1,000 classes. They spend an average of more than four hours a day on the platform. Students tell us, “I feel pulled into Piazza” because it’s engaging, it’s intuitive, and it’s in real time. They don’t have to ask two people a question, and when those two don’t know, ask the next two people—they can ask everyone at once.

What made you so passionate about this idea?

In business school, I was in a finance class when I

Can you clarify what is meant by Question 7 in this week's evaluation?

What is the amount that must be raised in series C so that Catch does not run out of funds?

leaned over to the guys next to me and asked, “What’s this mean?” They had no clue! But they *looked* more confident. That’s when I realized, “Oh, my questions are actually good!”

In theory, business schools support collaboration, but in practice, some people are just too shy to raise their hands or ask questions. If there’s a place for students to gather online, they can ask for help, answer

TOOLS OF THE TRADE

One Professor’s Test Drive of Piazza

Peter DeMarzo, a senior associate dean at the Stanford Graduate School of Business, was the first to use the beta version of Piazza, Pooja Sankar’s brainchild, in 2009. He introduced it to the nearly 100 students in his corporate financial modeling course, part of Stanford’s core MBA curriculum. “Before, when students had questions, they would e-mail our teaching assistants. But after answering a question once, our TAs might get the same question from another student six hours later,” says DeMarzo. “This new platform seemed to

be an ideal way to coordinate the Q&A process.”

There are other resources that allow students and faculty to post questions and announcements, but DeMarzo says that they mostly serve as boards and forums. Piazza, on the other hand, offers a social networking user interface that students find more engaging, so that they log on and stay on for hours.

“Once students discover how useful it is, they’re always there. If you go to our lab, students will have their projects open on one screen and Piazza open on

another,” says DeMarzo. Because students answer each other’s questions so quickly, DeMarzo doesn’t need to be a constant presence on the platform, he says. However, he still can check in to catch up on students’ online conversations. If he finds that students’ advice misses the mark, he can step in to clarify.

According to Sankar, the ability to ask and answer questions anonymously is one of Piazza’s most popular features. Even so, DeMarzo convinced her to give faculty the option to turn

that feature off. “I find that students are more thoughtful in their questions and answers when their names are there,” he says. “Plus, I teach MBA students. They’re not intimidated.”

DeMarzo also sees more potential for the faculty’s use of the platform. “I’ve suggested to Pooja that she open this up to faculty who are teaching the same course at different institutions. This could be a mecca for them to interact with each other.”

For more information about Piazza, visit www.piazza.com.

questions, and even stay anonymous if they want. In fact, the ability to ask and answer questions anonymously on Piazza is very heavily used.

What are your plans?

It's clear that students and faculty want us to support more interaction types—such as polling and holding office hours. Students want to be able to look at each other's notes and coordinate projects. Professors want to be able to jump quickly to what's been updated since they've last logged on and write script on top of our platform so they can customize the experience. We're also looking at streaming videos and allowing professors to ask questions that tie in to different parts of the video. We want to continue building a platform that will streamline and foster collaboration, whether it's among a team of five people or a class of 40.

How do you think it benefited you to start Piazza while you were still in business school?

Because I started a company on the side, I could apply so many things that I was learning in the classroom. That was invaluable. I would have liked to see more of my classmates start their own companies—there were a handful with startups, but many just planned hypothetical businesses. I think they would have had more powerful experiences if their businesses were real.



CORBIS/GLOW IMAGES

IU Has Stake in Startups

TEN INVESTORS have created a US\$1.1 million fund to support \$250,000 in annual prize money for Indiana University Bloomington students, as part of the Building Entrepreneurs in Software and Technology (BEST) competition. IU's Research and Technology Corporation also has contributed \$100,000. Each year, the school will award startup funds to IU Bloomington seniors and graduate students who submit the best business plans for a student-run Internet or software company.

The school also stands to make a return on its investment. The competition is managed by the IU Bloomington School of Informatics and Computing and the Kelley School of Business. As part of the competition, IU receives an initial 10 percent equity stake in each winning company. If BEST winners are successful, the School of Informatics and Kelley will share the returns.

The competition will be held in three phases over two semesters. This year, concepts were submitted in November, selected teams presented their business plans on February 3, and finalists will deliver their final plans and public presentations by mid-April. The first-place winner will receive at least \$100,000 in startup funding. The remaining prize money will be distributed among selected runners-up. Winners will be selected by the original team of investors, who include CEOs and IU alumni.

Matt Ferguson, CEO of CareerBuilder and one of the investors, notes that university-based contests for startups such as BEST could be one antidote to a down economy. "As the United States faces the highest unemployment rates in decades, we need to encourage entrepreneurs to create jobs and opportunities," he says.

UCLA Admissions Goes Paperless

THE ANDERSON SCHOOL of Management at the University of California Los Angeles is exchanging pens and paper for styluses and iPads in its admissions process. The school is now adopting a paperless process to evaluate applications to its full-time MBA program. A new mobile application provided by Matchbox, a Boston-based software company, will allow the school to eliminate the need to print out application forms, essays, recommendations, and transcripts, according to school representatives.

With the Matchbox app, admissions staff can use a stylus and iPad to access applications easily and evaluate them across several metrics, including academics, focus, leadership, inter-



personal skills, and employability.

The school anticipates that the paperless approach will make the process faster, more flexible, more in-depth, and more eco-friendly, says Craig Hubbell, UCLA Anderson associate director of MBA admissions. “Whether in the office, on a plane, or in an admissions committee meeting, we can instantly view files to compare and contrast the key points of the candidates under consideration.”



Web Hot Spots

According to Nielsen, Google and Facebook were the most visited Web sites in 2011 with more than **153 million and 137 million unique visitors, respectively.** Yahoo was third with **130 million.**

NEWSBYTES

■ THE FAMILY APP

Family business owners now have their very own mobile application, developed by Fairleigh Dickinson University's O. Berk Company Family Business Forum, part of the school's Rothman Institute of Entrepreneurship in Madison, New Jersey. The “Family Business Playbook” provides a reference guide to help users navigate the complex business issues presented by family firms, including succession, estate planning, and conflict resolution. The “Playbook” is compatible

with iPhones and iPads, as well as Android smartphones and tablets.

■ LECTURE CAPTURE MOBILIZES


Sonic Foundry has released its latest version of Mediasite, a lecture capture and Web-casting technology. Mediasite 6 now offers instructors the ability to stream presentations live or on-demand to mobile devices such as tablets and smartphones using Apple, BlackBerry, or Android platforms. Visit sonicfoundry.com/mediasite for information.

■ TEACHING TECH STARTUPS

New York University's Stern School of Business has announced a new course targeting technology entrepreneurs interested in launching businesses related to software, hardware, communication, security, optics, clean tech, and other areas. Launched this spring, the Monday-evening course will teach MBAs what it takes to identify, develop, and commercialize tech-based business ideas successfully. As part of the course, MBAs will

work with the inventors and scientists behind an early-stage technology to help them assess and develop the idea.

■ SITE FOR ECONOMIC DATA

The University of South Carolina has launched a public Web site providing economic data from more than 60 sources. The site at www.SCDASH.com is designed to be a clearinghouse of data on the South Carolina economy, from both government and private sectors. 

your turn

by A. Danielle Way

Creativity Now!

MARKETING PROFESSORS who want to hone their students' creative abilities need to offer more than well-rounded courses and intriguing lectures. In addition to these two important components, professors also must structure assignments that will give students autonomy and provide an opportunity for students to develop fluidity in thought. For left-brained business students who have been trained to think methodically, working toward that coveted *aha* moment under pressure can be a menacing responsibility. Furthermore, they find it stressful to produce creative projects promptly and efficiently. Yet, creativity and innovation are foundational components in almost all aspects of business today.

So how can professors design classes that encourage students to be creative and successful in fast-paced, high-stakes environments? I have found two elements to be key: I give them autonomy, and I rely on peer critiques as part of overall student evaluations. Both elements force students to think about the course material more deeply, approach it more creatively, and function well even in stressful situations.

Developing Autonomy

Author Dan Pink is a huge proponent of autonomy, as he explains in the book *Drive: The Surprising Truth About What Motivates Us*. He believes that if students need to complete a specific task, particularly when they must do it swiftly, professors should clearly state “the desired outcome of the assignment without specifying precisely the way to reach it... giving [students] freedom over how they do the job.” When professors temporarily transfer power from themselves to their students, they provide students with an open canvas for creation and exploration.



Professors must structure assignments that will give students autonomy and allow them to develop fluidity in thought.

But not all students thrive in a self-directed classroom environment. While some function well under pressure, others give in to their anxieties and wither away, opting for a lower grade or dropping the course completely. I've found that two techniques will help students embrace an autonomous learning style and still meet course deadlines:

Secret ballots. Students must be allowed to express themselves candidly without fearing harsh criticism from peers. This is especially important when we're exploring controversial topics such as ethics or politically charged issues. What I do is pose a question to the class and distribute plain white index cards to all students. Without including any identifying information, they write their reflections on the cards, which they return to me. Then I pass the cards out at random to everyone in class. Students are charged with arguing the perspectives laid out in the index cards they have received, and they're evaluated by how well they argue these points of view.

Often, students receive cards that express ideas contrary to their own beliefs. I believe this is a good thing because it forces them to consider all sides of an issue. Because we have gone over the subject matter in class, they have some knowledge of the opposing points of view, so I have never yet had a student be unable to argue the position presented on a card. This exercise provides students with a chance to exercise free speech—and a chance to consider multiple perspectives on a given issue.

Blogging. Because today's students rely on e-mail, texting, and social media to stay in constant touch with friends and family, peer-oriented blogging is an effective tool in the business school classroom. I create a class blog site every semester; prior to the first day of class, I provide students with setup instructions and passwords.

I have devised a blogging exercise in which, every week, I require each student to read a specific chapter or two of an assigned textbook, and then write a reflective blog about its key concepts. I urge students to write freely—forgetting



IMAGEZOO/IGLOW IMAGES

about structure and grammar—so they can simply focus on concepts. With each blog, I also require them to post a link to one mainstream article written in the last two years that highlights points made in the chapter.

This assignment helps reduce textbook information overload; in addition, it helps students deepen their knowledge of particular principles, because writing about a topic makes it more memorable. Moreover, students often extend the conversations they have on the blog site into the classroom, which allows me to evaluate how well students understand the concepts I'm teaching and how well they're interacting with each other.

Relying on Peer Critiques

While creativity is an essential skill for today's students to master, teaching it can be a daunting task for the

teacher, and assessing it impartially can be even more difficult. As Ken Bain points out in his book *What the Best College Teachers Do*, good teachers know they always have something new to learn—if not about teaching techniques, then about each new group of students and their particular aspirations, confusions, misperceptions, and levels of ignorance. Some teachers are tempted to mentor their students so closely that they're practically completing projects vicariously. But not only is that a poor way to teach students to be creative, such an approach also makes it nearly impossible for the teacher to evaluate the students' work.

I've found that one of the best ways to evaluate student creativity is through a peer critiquing session, which can be useful for a couple of reasons. It helps students learn to assess what makes an idea new or valuable; it also provides multiple viewpoints about the ways a creative idea did or did not succeed. Such a wide set of considerations helps students refine and improve their ideas.

When I want peer feedback on a student project, I design a critiquing rubric that contains a scoring system but also allows for open-ended commentary. If it seems important for the feedback to be anonymous, I allow students to submit their critiques electronically via Blackboard or Moodle, or I collect all the commentary and consolidate it into a brief review for each student. I find that student assessments of creative exercises add layers to my own evaluations and give students many different avenues for improving their projects.

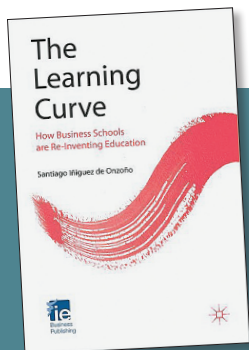
Future-Ready

My marketing classrooms have been enriched every time I've incorporated elements of student autonomy and peer critique, and I believe these approaches will work for professors in any discipline. Even as the world changes around us, and the content and delivery methods of my classes evolve, I expect these teaching methods to remain viable in the future.

Today's business professors must always strive to combine creative lectures with assignments that provide students opportunities for fluid thinking. I am confident that, when professors incorporate these key elements into the classroom, they will be steps closer to understanding the learning culture of students today. **Z**

A. Danielle Way is an assistant professor of marketing at Woodbury University's School of Business in Burbank, California.

bookshelf



THE LEARNING CURVE

AUTHOR: Santiago Iñiguez de Onzoño
PUBLISHER: Palgrave MacMillan, US\$42

IÑIGUEZ TAKES a long and comprehensive look at the past and present of business education to speculate on how it should position itself for the future. He spends some time addressing recent criticisms, but more of his energy goes to examining—from every angle—how the discipline might look in the years ahead. He argues persuasively for virtues-based ethics education and strongly advocates measures that draw “academia” closer to “agora,” or the real-world marketplace. He also examines the powerful changes that could be wrought by forces like technology and globalization. “Imagine, for example, a young person in a remote village in Africa who is able to download learning materials designed and created at one of the top universities in the world,” he writes. *All* education will be shaped by these forces, he notes, but he expects business schools to model the way. The charge for business schools, he says, is “to prepare global citizens. Thus, education delivered at business schools can and should be a personal transformation process.” His book provides the blueprint for that transformation.

THE LITTLE BLACK BOOK OF INNOVATION

AUTHOR: Scott D. Anthony
PUBLISHER: Harvard Business Review Press, US\$25



THIS “LITTLE black book” is a quick-read how-to book that boils down the principles of innovation to discrete ideas anyone can understand. Anthony first offers a brisk survey of the legendary “Masters of Innovation”—such

as Clayton Christensen and Joseph Schumpeter—and then he provides 28 daily exercises for spotting and practicing innovation. These include “Start before you need to” and “Test critical assumptions,” but it’s the supporting information that brings the lessons home. For instance, in “Compete against non-consumption,” he describes how Indian company Godrej & Boyce took on GE, LG, and Whirlpool in the refrigeration market by design-

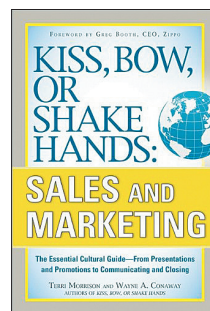
ing a small, inexpensive, battery-operated cooler for the 85 percent of consumers who don’t have space or money for a standard unit. Anthony, managing director of Christensen’s Innosight consultant firm, makes innovation seem well within anyone’s grasp.

KISS, BOW, OR SHAKE HANDS: SALES AND MARKETING

AUTHORS: Terri Morrison and Wayne A. Conaway
PUBLISHER: McGraw-Hill, US\$20

WHEN YOU’RE in a business meeting in South Korea, offer or accept a business card with both hands to show respect. In Brazil, expect your business associates to stand close and intermittently touch your arm. In Turkey, shake hands first with the eldest man in the room. The book, a follow-up to the authors’ original

cultural guidebook, offers these and hundreds of other highly specific pieces of advice to help executives do business in 20 countries. For each nation, they describe “brilliant” and “boorish” ways to open a business meeting; cultural norms about punctuality and personal space; and, of course, customs involved in meeting strangers. Morrison, president of communications firm Getting Through Customs, and writer Conaway point out that the world is growing more connected than ever—and the Internet is only speeding up the pace. “A taboo subject will not just stop an individual sale anymore; it may preclude an entire country from viewing your site,” they note. Their practical and enjoyable book aims to make sure such disasters don’t occur.



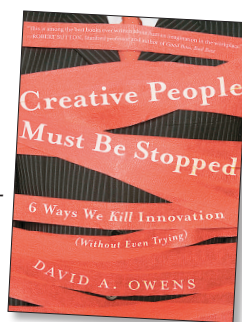
CREATIVE PEOPLE MUST BE STOPPED

AUTHOR: David A. Owens
PUBLISHER: Jossey-Bass, US\$29.95

VANDERBILT’S OWENS sifts through the dozens of books on

innovation to isolate the six separate constraints that can stifle innovation: individual, group, societal, organizational, technological, and industry-specific. Then he helps readers recognize the particular obstacles they're facing and find a path around them. For instance, individual constraints on innovation come from within; we often don't even recognize that we are

falling into familiar patterns of identifying challenges, gathering data, and formulating solutions. One way to break habits and spawn innovation is simply to reframe an old problem, he says, as the inventors of Post-it notes discovered: "The task wasn't how to avoid making



a bad adhesive, but rather how to make a 'bad' adhesive insanely useful." Owens' book is smart, funny, and full of practical advice for breaking through the shackles on innovation.

THE PLUGGED-IN MANAGER

AUTHOR: Terri L. Griffith

PUBLISHER: Jossey-Bass, US\$27.95

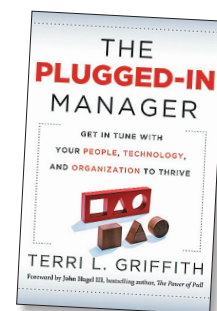
Don't Miss

In **STRINGS ATTACHED**, Ruth W. Grant examines the history, language, and ethics of incentives, both in the workplace and the realm of public policy. Grant, a professor at Duke, considers incentives to be a form of power, right alongside force and persuasion as methods people can use to get someone else to do what they want. On the surface, everyone wins in incentivized transactions, but Grant digs deeper, finding three standards that distinguish ethical from unethical incentives: "legitimacy of purpose, voluntariness, and effect on the character of the parties involved." (Princeton University Press, US\$24.95)

Consultants Stephen M.R. Covey and Greg Link make a good case for the idea that "the bottom line is directly connected to trust." In **SMART TRUST**, they provide rapid-fire examples of how trust works in teams, customer relations, and governments—and the consequences that follow when it's eroded. They also provide thumbnail sketches of leaders such as Wipro's Azim Premji and Grameen's Muhammad Yunus, who have transformed whole industries by operating with transparency. But the authors, both of CoveyLink Worldwide, don't advocate blind faith. They know "smart trust" begins with an individual's propensity to believe in others, but it is extended only after thorough analysis and endures only with continued vigilance. (Free Press, US\$27)

A huge percentage of Millennials would dedicate themselves to changing the world if they could figure out how to earn a living doing it. In **MAKING GOOD**, activists and entrepreneurs Billy Parish and Dev Aujla share their own stories and the stories of countless others who have turned their passions into careers. And now is the time to do it, they say. Three key trends—the "rise of global empathy, the Internet as a platform for global collaboration, and breakthrough technologies"—have delivered spectacular tools to young and ambitious engineers of social change. "The result," they write, "is what may yet be the largest movement in the history of civilization." (Rodale, US\$15.99)

IN TODAY'S workplace, managers will succeed only by considering the implications of any decision across three dimensions: people, technology, and organizational processes. Griffith of Santa Clara University points out that each element has gotten increasingly complex: Workforces are distributed, multigenerational, and ethnically diverse; technology tools are constantly upgraded or wholly reinvented; and organizations are global, interconnected, and tech-dependent. A company that adopts a new technology must also train employees to use it and make sure it can be integrated smoothly into its supply chain. Plugged-in managers follow three practices, says Griffith: they *stop-look-and-listen* before implementing change; they *mix* the available choices into the right strategy for their companies; and they *share* their insights so others can work in parallel. As new technologies make businesses more collaborative and more virtual, she suggests, there could be a new industrial revolution—and it will need "plugged-in managers to build the new organizational forms." 



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Simmons College School of Management (SOM) seeks candidates for the Deloitte Ellen Gabriel endowed chair in women's leadership. Applicants should be premier scholars and/or distinguished leaders and practitioners. The chair will be expected to carry out applied research, and to provide intellectual leadership in conjunction with the Center for Gender in Organizations. The chair will also serve as an active spokesperson informing and shaping national and international discourse and policy on appropriate strategies for advancing women into leadership roles in all sectors.

Applicants should possess a doctorate or equivalent terminal degree in business or management or a closely related field that reflects deep understanding of women's leadership. We seek a track record of providing intellectual leadership in gender, diversity, organizational studies, women's leadership in a global context, women's leadership education and development, and/or strategy.

The School of Management (SOM), founded in 1974 as the Graduate School of Management, offers the only MBA program in the country designed specifically for women. The mission of the MBA program and the undergraduate program is to educate women for power and principled leadership. There are four SOM graduate programs: an MBA, a Master in Communications Management, a Master in Healthcare Administration, an online accelerated Master in Healthcare Administration for Pharmacists; as well as a coordinated MBA/MSW degree. The SOM also offers a BA/MBA program, and executive education programs for senior women at leading corporations; and partnerships with two premier business schools in India.

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Chair, Deloitte Ellen Gabriel Chair for Women and Leadership Search Committee
School of Management, Simmons College, 300 The Fenway, Boston, MA, 02115



DEAN

SULIMAN S. OLAYAN SCHOOL OF BUSINESS

The American University of Beirut

Beirut, Lebanon

The American University of Beirut (AUB) invites applications and nominations for the position of Dean of the Suliman S. Olayan School of Business (OSB). Review of materials will begin immediately and continue until the new Dean is selected.

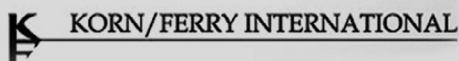
Founded in 1866, the American University of Beirut is a private, not-for-profit, coeducational, independent, non-sectarian institution of higher learning operating under a charter from the State of New York and accredited by the Middle States Commission on Higher Education. The university's faculty serves over 7,500 students in more than 100 Ph.D., Master's, and Bachelor's degree programs in a variety of disciplines and fields. The six faculties include Arts and Sciences; Engineering and Architecture; Agricultural and Food Sciences; Health Sciences; Medicine, which includes a School of Nursing; and the Suliman S. Olayan School of Business. The university's beautiful 73-acre campus overlooking the Mediterranean Sea comprises 81 buildings, including a hospital, four libraries, three museums, seven residence halls and an athletic complex. AUB has more than 55,000 alumni residing in 108 countries. Additional information is available at www.aub.edu.lb.

The Suliman S. Olayan School of Business has 1,035 undergraduate students, 140 graduate students, 41 full-time faculty members in professorial ranks and approximately 50 lecturers and instructors. OSB is organized into three tracks (departments): Management, Marketing & Entrepreneurship (MME); Finance, Accounting and Managerial Economics (FAME); and Business Information and Decisions Systems (BIDS). OSB offers three degree programs, BBA, MBA, and EMBA, as well as several non-degree executive education programs. The school recently has introduced new Master's degrees in Finance and in Human Resources. OSB is recognized internationally as being among the 5% of business schools worldwide to have received AACSB accreditation. Additional information is available at http://www.aub.edu.lb/osb/osb_home/Pages/index.aspx.

Reporting to the Provost, the Dean is the responsible academic and executive head of the school. In addition to managing academic and administrative functions of the School, the Dean participates in university-wide shared governance processes and is a member of AUB's leadership team. The new Dean will be an accomplished academic leader qualified for appointment to the rank of full professor in an appropriate OSB track. Leading candidates will have a distinguished record of scholarship, a commitment to education and research; the capacity to advance the school's academic mission and interests; demonstrated experience including strategic planning, personnel management, budget development and management in an academic setting; a record of recruiting and retaining strong faculty and students; and the capacity to engage with multiple constituencies, including students, faculty, staff, and alumni, as well as leaders in the business, political, social, and governmental sectors.

Korn/Ferry International, which is assisting in this search, invites confidential inquiries, applications and nominations. All communications will be held in total confidence. Applications should be submitted electronically to AUBdean@kornferry.com and should include a current CV and a letter explaining interest and relevant experience. Additional information is available upon request.

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idea exchange

Idea

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Apps Across Campus

How It Started

“Mobile Device Programming” was launched through Villanova’s Center for Innovation Creativity and Entrepreneurship (ICE Center) in spring 2011. The course is jointly taught by Sarvesh Kulkarni, a professor of electrical and computer engineering in the College of Engineering; Frank Klassner, a professor of computer science in the College of Liberal Arts and Sciences; and William Wagner, a professor of accounting and information systems at the School of Business.

ICE Center director Patrick Maggitti learned about Klassner’s work with iPhone programming and Kulkarni’s research on how smartphones could be used to support healthcare in developing countries. Once Maggitti talked to Wagner about the fast-growing mobile app industry, he thought it made perfect sense to ask the professors to team teach a cross-disciplinary course.

Course Design

The course divides its 30 students into ten teams, each with one student from business, computer science, and engineering disciplines. Throughout the semester, the teams tackle the technical, marketing, and analytical challenges involved in designing a successful app.

Verizon Wireless provided last spring’s class with five Android-based Droid X phones with data plans, as well as several guest speakers. Villanova’s College of Excellence in Enterprise Technology also provided Apple iOS devices for students to program. Given the choice to work with either Android or iOS, seven of the ten teams chose Android, citing that platform’s 29 percent market share.

Last spring, the teams designed apps such as Gift

Grabber, which allows users to scan product bar codes to create personal gift “wish lists,” and InventoryNow!, which offers small business owners a way to manage inventory with their phones.

Recognition

The course was recently recognized by the Global Consortium of Entrepreneurship Centers in Washington, D.C. Kulkarni, Klassner, and Wagner received the consortium’s award for “Excellence in Entrepreneurship Teaching and Pedagogical Innovation.”

Positive Feedback

The professors’ biggest challenge was learning to accommodate each other’s strengths and expectations, says Wagner. “We had to learn from each other while we learned the details of this new field.” But their work has paid off: Response to the course was so encouraging that the professors are teaching it again this spring. In fact, enrollment filled almost immediately after registration opened.

Several students who completed the course received summer job offers from companies such as Apple, Google, and SAP. One student received a full-time job offer at Apple, which he’ll begin after he graduates in May.

The professors will encourage students to tackle even more sophisticated apps this semester, says Wagner. “We had no idea the students would enjoy working with peers from other colleges so much. It turns out that it is quite rare for students from different colleges to associate with each other in the classroom,” he says. “Many said the collaborative experience was the best part of the class.”



A multidisciplinary team in Mobile Device Programming





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