

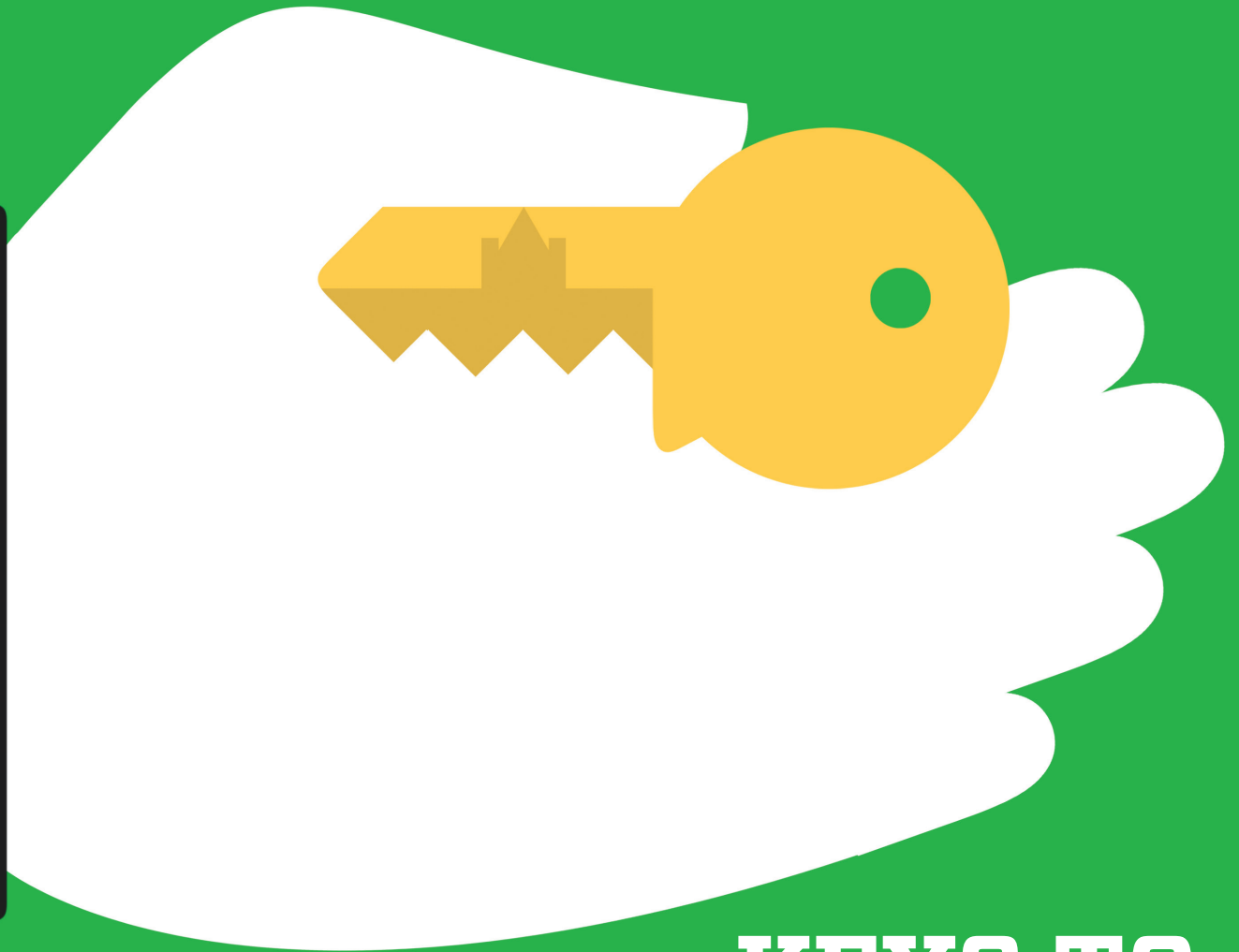
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BizEd

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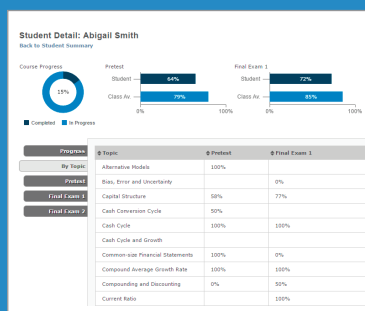
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keep having an impact, then you should have stayed on as dean.”

New deans aren't the only business school leaders prepping for leadership roles; professors are frequently stepping into administrative positions as department heads and faculty chairs. Unfortunately, many of them feel as if they haven't been adequately trained for their new responsibilities. That's the issue that Washington University's Jackson Nickerson and AACSB's Patrick Cullen discuss in "Training Great Leaders." They surveyed hundreds of deans to discover what kind of preparation these leaders wished they'd gotten before they became administrators—and how these deans groom their own faculty to become leaders at every level of the school.

Leadership and succession planning aren't the only topics we tackle in this issue of *BizEd*. We also take a look at the challenges faced by people on the very opposite spectrum of retiring deans—students who are just starting out in their careers. Amy Jo Carpenter leads Tennessee Tech University's Student to Career program, which is designed to make sure graduates have the poise and professionalism to succeed in the workplace. She helps them perfect every aspect of their presentations, from their clothes to their table manners to their "personal brands." Read how she does it in "Polish, Practice, Prepare."

There's a common theme between these two sets of articles: It's essential for everyone to develop the right skills for the job, whether they're stepping up or stepping down. It's clear that b-school administrators have a role to play in either case—not just as cheerleaders who root for these individuals to succeed, but as mentors who provide them with the skills they'll need to be leaders both on and off campus.

Sharon Shinn

Sharon Shinn
Co-Editor

The Next Step

THE U.S. ELECTION of 1992 was famously acrimonious and ended with upstart Bill Clinton defeating incumbent George H.W. Bush. It wasn't the most promising scenario for a cordial transfer of power. But when Clinton took possession of the Oval Office, he found a gracious letter that Bush had left behind, wishing him luck and telling the new president not to be overly discouraged by the critics. The note concluded with the words "I am rooting hard for you." I think of this as the gold standard for the way a retiring leader should welcome a successor.

While there are notable exceptions in all fields, the majority of countries, companies, and colleges experience changes of top leadership on a fairly regular basis, and many have established strict protocols for handing over the reins. Indeed, succession planning is a top priority for any organization that wants to remain functional and productive into the future.

But succession planning can be an unwieldy activity at the university, where many stakeholders have a voice in the process of selecting the next leader. What can business schools do to ensure a smooth transfer of command? In "Transition of Power," four individuals who recently stepped down as deans describe the actions they took to ease the way for their successors and offer their recommendations to any other deans planning to leave the office. The advice is pretty straightforward, according to Mel Stith, former dean at Syracuse University. "Stay out of the building. You've had your day. If you wanted to

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MAY 18–20

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JUNE 26–27

Co-Lab: Connecting Business Schools with Practice
(see inset photo)

SEPTEMBER 24–26

Annual Accreditation Conference (#AACSBaccreditation)
Pittsburgh, Pennsylvania

OCTOBER 16–18

Europe, Middle East, and Africa Annual Conference (#AACSBemea)
St. Julian's, Malta

OCTOBER 25–27

Asia Pacific Annual Conference (#AACSBap)
Seoul, South Korea

SEMINARS

MAY 4–5

Critical Thinking **C**
Tampa, Florida

MAY 10

Continuous Improvement Review **A**
Vienna, Austria

MAY 11–12

Leading in the Academic Enterprise Series®: Developing Leaders and Impactful Communication **P**
Vienna, Austria

MAY 16

Project-Based Experiential Learning **C**
Columbus, Ohio

MAY 16–17

Assurance of Learning I **A**
Vancouver, British Columbia, Canada

MAY 16–17

Business Accreditation **A**
Bangkok, Thailand

MAY 16–17

Data Analytics **C**
Amsterdam, the Netherlands

MAY 18–19

Assurance of Learning II **A**
Vancouver, British Columbia, Canada

MAY 18–19

Online and Blended Education **O**
Amsterdam, the Netherlands

MAY 21–22

Assurance of Learning I **A**
Bangkok, Thailand

MAY 31–JUNE 1

Business Accreditation **A**
Ljubljana, Slovenia

JUNE 4–6

New Deans **P**
Toronto, Ontario, Canada

JUNE 5–6

Leading in the Academic Enterprise Series®: Developing Leaders and Impactful Communication **P**
Tampa, Florida

JUNE 26–27 *Berkeley, California*

Co-Lab: Connecting Business Schools with Practice (#AACSBcolab)

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JUNE 5–JULY 16

Online Teaching Effectiveness **P**
Online via Blackboard Learn and Collaborate

JUNE 8–9

New Associate Deans **P**
Tampa, Florida

JUNE 10–11

Lessons for Aspiring Deans **P**
Tampa, Florida

JUNE 12

Accounting Accreditation **A**
Tampa, Florida

JUNE 13–14

Assurance of Learning I **A**
Amsterdam, the Netherlands

JUNE 13–14

Business Accreditation **A**
Tampa, Florida

JUNE 15

Impact Forum **A**
Tampa, Florida

SEMINAR CATEGORY KEY:

- A** Accreditation, Quality Assurance & Impact
- P** Professional Development
- O** Pedagogy Development & Online Learning
- C** Curriculum Development Series

other events

JUNE 12–14

AALHE Annual Conference
Louisville, Kentucky
www.aalhe.org

JUNE 18–21

SHRM Annual Conference & Exposition
New Orleans, Louisiana
annual.shrm.com

JUNE 21–23

GMAC Annual Conference
San Francisco, California
www.gmac.com

JUNE 27–30

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Incubators: Less Innovation?

RESOURCES GET DIVERTED FROM OTHER CAMPUS ACTIVITIES

UNIVERSITIES THAT ESTABLISH their own startup incubators often see a decrease in the quality of university innovations. That's according to a new study that analyzed nearly 56,000 patents granted between 1969 and 2012 to more than 60 U.S.-based, research-intensive universities that have established incubators. About half of the incubators in the U.S. are located on a university campus, or otherwise sponsored by a university.

According to the researchers, "Not only do university attempts to encourage innovation and entrepreneurship by incubating businesses seem to reduce the quality of subsequent scientific and technical inno-

ventions, but they also appear to reduce the income generated by innovative activities." The study was conducted by Christos Kolympiris, associate professor in innovation and entrepreneurship at the University of Bath School of Management in the U.K., and Peter Klein, professor of entrepreneurship at Baylor University's Hankamer School of Business in Waco, Texas.

Klein emphasizes that the study focused on the quality—not the quantity—of the patents. Researchers tested innovation quality by looking at the university patents and their "forward citations," or the number of times these patents were cited in the bibliographies of subsequent patent applications.

"For example, if I had a patent in 2005, how many future applications cited my patent?" Klein asks. If the answer is none, his patent would not be "as 'foundational' as a patent that was cited in a bunch of future applications."

Universities often create incubators as a response to reduced public funding and increased calls for accountability. But university resources are finite. If too many resources are dedicated to incubators, entrepreneurship and other forms of academic innovation may suffer. Moreover, the more universities invest in incubators, the less they can devote to other activities such as basic research.

However, the study stresses that incubators still provide value to universities—and that value is only partially educational. The authors write, "The presence of an incubator may attract particular kinds of faculty and students, enhance the prestige of the university, generate economic multiplier effects, and benefit the community as a whole."

► **"The Effects of Academic Incubators on University Innovation" was published online January 2017 in the *Strategic Entrepreneurship Journal*. Read the article at onlinelibrary.wiley.com/doi/10.1002/sej.1242/full.**



WHAT CONCERNS MILLENNIALS MOST?

Millennials view technological change as the greatest challenge they face. At least that's the case for recent graduates of the Masters in Management (MIM) program created by Europe's Global Alliance in Management Education (CEMS), a consortium of 30 academic institutions and 71 corporate partners launched in 2007. The MIM is offered at CEMS member schools.

CEMS has released the results of its survey of MIM graduates, the majority of

whom are between 24 and 27 years of age. Forty-six percent are living outside their home countries, and 78 percent are working for multinational firms.

Of this group, 68 percent cited keeping up with technological change as their biggest concern. An unsteady economic and political global climate was cited by 60 percent. Environmental challenges came in third, cited by 59 percent.

When asked to name the most effective business leaders in the world, respondents

often cited Elon Musk, inventor and engineer, and Sir Richard Branson, CEO of Virgin.

The fact that respondents see Musk and Branson as role models makes sense, given that these graduates believe innovation will be the No. 1 priority for business leaders. As a 2014 MIM graduate now working with McKinsey put it, "Changes in technology and new markets have the power to create completely new business and operating models...meaning leaders will have to work even harder to keep up with competitors."

Risks, Rewards of Crossing Disciplines

UNIVERSITIES INCREASINGLY ARE encouraging their faculty to move beyond their individual specialties to engage in collaborative interdisciplinary research (IDR). This trend is driven by the belief that today's business problems are so complex that solutions can be generated only by diverse perspectives. But are there academic risks to interdisciplinary collaboration?

Erin Leahey of the University of Arizona's School of Sociology in Tucson, Christine Beckman of the University of Maryland's Smith School of Business in College Park, and Taryn Stanko of California Polytechnic State University's Orfalea College of Business in San Luis Obispo recently studied how crossing disciplines might affect an academic's productivity. They analyzed 32,000 articles published by 854 academics up to the year 2005, as well as a set of their unpublished papers. Of this group, 80 percent were in science or engineering; the rest, from math, computer science, or the social sciences.

Leahey, Beckman, and Stanko assigned each paper an IDR score and found that the authors of papers with the highest IDR scores wrote fewer papers overall. This effect intensified as the number of co-authors increased. Leahey, Beckman, and Stanko call this effect a "productivity penalty."

Such a penalty, they argue, could deter young faculty members from engaging in IDR, particularly those pursuing tenure. But young faculty also should keep in mind that high-IDR papers often received more citations than low-IDR papers. This effect remained even though Leahey, Beckman, and Stanko did not include in their analysis papers published in popular

peer-reviewed journals such as *Science* and *Nature*, which receive greater attention, to avoid skewing the results. That said, authors of papers with high IDR scores had more variability in their success—for every high-impact paper, others disappear without much fanfare.

The co-authors note that while academics who emphasize IDR might suffer a productivity penalty, they also reap benefits such as greater visibility in the academic community. Leahey, Beckman, and Stanko believe that further research on the career outcomes of these academics could shed even more light on the risks and rewards of interdisciplinary research.

► **"Prominent but less productive: the impact of interdisciplinarity on scientists' research" was published in the March issue of *Administrative Science Quarterly*. It's available at journals.sagepub.com/doi/pdf/10.1177/0001839216665364.**

The University of Maryland's Smith School of Business highlighted the research above as part of "Women Leading Research: 30 Days, 30 Scholars, 30 Fearless Ideas," a spotlight of scholarship conducted by women faculty. The spotlights were posted daily throughout March. Read briefs of papers by all 30 researchers at www.rhsmith.umd.edu/news/fearless-idea-7-embrace-competition.

Why Women Choose Business (or Don't)

EVEN THOUGH WOMEN represent a greater share of business school applicants—and more than 45 percent of GMAT test takers—they still are underrepresented in MBA programs. Women make up only 37 percent of MBA enrollments, according to a report from the Graduate Management Admission Council. GMAC created this report from the results of its 2016 Global Graduate Management Education Candidate Segmentation Study, conducted in partnership with global market research firm IPSOS. (See “Segmenting the Market” on page 10 of *BizEd*'s March/April 2017 issue.)

What keeps women from reaching gender parity in the MBA once they've been accepted? For women, the biggest issue is money. Twenty-nine percent of those surveyed pointed to financial issues as the reason they were waiting to accept offers of admission to graduate business programs. On the other hand, when men wait to enroll in MBA programs, many are simply weighing their options. Thirty-three percent of men surveyed were waiting to hear other schools' offers before making a decision.

Women who did enroll in MBA programs were more likely than men to choose part-time, online, flexible MBA formats. A greater portion of women expressed preferences for non-MBA specialized programs, which could be one reason why women already make up 52 percent of those enrolled in master's programs in marketing, accounting, and management.

Even so, the women surveyed still had a higher appreciation of the MBA degree as a passport to career advancement than men, and they were more likely than men to cite “curiosity” and a desire to learn new things as their primary motivations.

Women also were more likely to be early planners who started considering whether or not to pursue graduate business degrees as undergraduates. In addition, they were less likely than men to agree with the statement, “I would be willing to pay whatever it takes to go to a top-ranked graduate school.” That could explain why women who have trouble financing their educations were less likely than men to enroll

in MBA programs.

GMAC hopes business schools will use these findings to make “bold changes,” creating opportunities that better reflect women's motivations. Its recommendations include reaching women early in their planning processes; emphasizing opportunities to discover new things and make an impact; and allocating financial aid and scholarships to women. Schools that take such factors into account, the report suggests, could soon reach that elusive “50 percent” mark in their MBA enrollments.

► [Download GMAC's white paper, “What Women Want: A Blueprint for Change in Business Education,” at www.gmac.com/womeninbusinessschool.](http://www.gmac.com/womeninbusinessschool)



STARTING LINE FOR MBAS

The average weighted starting salaries of MBA graduates in 2016 varied by nearly US\$40,000, depending on professional function:

Change from 2015

Consulting	\$123,720	+1.1%
Finance & Accounting	\$114,064	+1.2%
General Management	\$107,396	+0.1%
Marketing & Sales	\$102,844	+2.4%
Information Technology	\$97,699	+6.2%
Operations & Logistics	\$95,915	-1.2%
Human Resources	\$83,952	-12.0%

► From the MBA Career Services Employer Alliance's 2016 report documenting MBA salaries, released in conjunction with the Employment Module of AACSB International's 2016–2017 Business School Questionnaire. The data is available to AACSB and MBA CSEA member schools at www.aacsb.edu/knowledge/data/datadirect.



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The Transparent Supply Chain

COMPANIES CAN MAKE their supply chains more profitable if they follow six key practices that revolve around transparency, according to a new study from the Haslam College of Business at the University of Tennessee, Knoxville. These practices include embracing sustainability as a major business driver, developing a culture of transparency, partnering with sustainable suppliers, ensuring traceability to enable transparency, finding their transparency “sweet spot,” and employing outside auditing partners.

While marketing incentives often encourage transparency, the study notes that consumer demand for sustainability creates risk in the supply chain. Study authors emphasize the importance of partnering with sustainable suppliers and ensuring that product materials are traceable. Both strategies are prerequisites to increasing communications with the public.

“Consumers want to know where a product came from, all the way to the cashmere goat herd on the slopes of the Himalayas,” says Mike Burnette, director of the Global Supply Chain Institute, who co-authored the study with John Bell, Diane Mollenkopf, and J. Scott Meline. Burnette warns that if a company is cited for safety or environmental violations and it cannot provide information about product sourcing, its brand could suffer from negative perceptions for years to come.

Companies that can’t trace all the sources in their supply chains may find that they’ve been guilty of using slave or child labor, polluting waterways, using contaminated products, or including conflict materials that were mined in a war zone and used to sustain fighting. However, if they divulge details about supplier partnerships, they sometimes give away proprietary business information. Thus, the report advises companies to find the “sweet spot” in communications that ensures trust for both suppliers and consumers.

“Companies don’t need to have their sustainability practices completely figured out,” says Burnette. “But it is important to establish and stick to a set of ideals and goals on which they communicate progress.”

► **“Creating a Transparent Supply Chain” is the third installment in the school’s “Innovations in Supply Chain” series. To read the study, visit globalsupplychaininstitute.utk.edu/research/documents/GSCI%20Transparency%20WP-FIN%20copy.pdf.**



When Third-Party Is a Crowd

Consumers can never arm themselves with too much information—but the plethora of websites, apps, and online forums designed to educate buyers might actually be doing them a disservice, according to three researchers. When third-party “infomediary” websites provide reviews of and information about products and services, manufacturers might elect to reduce their own efforts to educate the public.

The research was conducted by lecturer Panos Markopoulos of the Department of Business and Public Administration at the University of Cyprus; associate professor Ravi Aron of the Johns Hopkins Carey Business School in Baltimore, Maryland; and professor of computer and information

science Lyle Ungar of the University of Pennsylvania in Philadelphia.

Although infomediaries mean well, their actions can encourage manufacturers to save on marketing costs by posting less information on their own websites. This leaves consumers with less information overall.

The researchers cite a 2008 study that found that makers of high-quality running shoes reduced advertising expenses by 30 percent in reaction to the activity of infomediaries. Sellers of lower-quality running shoes cut ad expenses by 70 percent.

The three researchers looked at how infomediaries help consumers evaluate product attributes—for instance, a quiet

keyboard or a camera lens that functions in both indoor and outdoor lighting. But the researchers argue that infomediaries should only verify companies’ claims about their products, not provide details that should come directly from manufacturers, to force manufacturers to provide more relevant information on their own, which would benefit consumers overall.

► **“Product Information Websites: Are They Good for Consumers?” was published online in December 2016 by the *Journal of Management Information Systems*. It can be found at www.tandfonline.com/doi/abs/10.1080/07421222.2016.1243885.**

WOMEN WHO RESEARCH

THE PROPORTION OF WOMEN among researchers and inventors around the world has steadily increased over the past two decades, according to a new report by publishing giant Elsevier. The company analyzed data from 20 years, 12 regions, and 27 subject areas to track the ways that gender affects academic research.

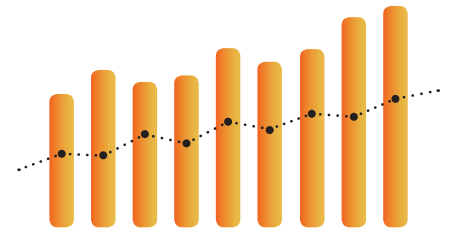
In nine of the regions studied—the U.S., the U.K., the European Union, Canada, Australia, France, Brazil, Denmark, and Portugal—women made up more than 40 percent of researchers between 2011 and 2015. This is an improvement from the period of 1996–2000, when

only Portugal could boast that more than 40 percent of its researchers were women. Those numbers were still low in certain subject areas, such as the physical sciences, where women accounted for less than 25 percent of the researchers.

The report also presents other observations about women doing academic research:

- Women published fewer research papers on average than men, but there was no evidence that this affected how their papers were cited or downloaded.

- Women were less likely than men to collaborate internationally on research



papers; they were also less internationally mobile than men.

- Gender research is growing in terms of size and complexity, with new topics emerging over time. The former dominance of the United States in gender research has declined as research activity in the European Union has risen.

▶ **“Gender in the Global Research Landscape” is available at elsevier.com/research-intelligence/resource-library/gender-report.**

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new projects

CULINARY HERITAGE

KEDGE Business School in Marseilles, France, and a host of European partners have launched the AlpFoodWay project to study the dietary cultural heritage of the Alps with the hopes of promoting sustainable economic development in the Alpine regions. The project will receive total funding of €2.8 million (about US\$2.98 million) over three years from the European Union.

“Foodways” are socioeconomic and cultural practices related to the production of food and its consumption, from traditional knowledge of production techniques and consumption customs to the transmission of know-how from generation to generation. Depopulation, aging, and globalization are endangering the Alpine dietary heritage.

Thirteen partners and 39 observers from six Alpine countries will join with KEDGE to create a sustainable economic, social, and cultural model for the Alps. The group ultimately will prepare a report on best practices to protect and promote the Alps’ dietary cultural heritage.

For more details, www.alpine-space.eu/projects/alpfoodway/en/home.

INSURANCE AND CYBERCRIME

Nanyang Technology University’s Business School in Singapore is partnering with Verizon Enterprise Solutions to research the kinds of economic and insurance losses global insurers suffer from cybersecurity incidents and recommend protection and prevention policies. The project will leverage the VERIS Community Database, which includes information about more than 7,000 security incidents gleaned from real-life breaches over 12 years.

The research program is part of NTU’s Cyber Risk Management Project, a public-private partnership involving industry, academic, and government. “Getting access to real cybercrime data is a huge boon to the insurance industry,” notes **Shaun**

Why Not Social Media?

SOME PROFESSORS VIEW social media platforms as excellent tools for teaching; others, as distractions to be avoided in the classroom. What makes one side embrace social media for teaching and the other shy away? Seventy economics professors from different institutions recently took part in a survey on just that question.

Among the professors surveyed, 55 reported that they use Twitter, Facebook, Instagram, or YouTube frequently, and 29 share podcasts with their students. Frequent users turned to social media primarily to share videos or articles with students, and most valued social media as an additional tool for communicating with students.

“Most of the use of social media is in the form of passive instruction,” write the researchers who conducted the survey. They include Abdullah Al-Bahrani, assistant professor at Northern Kentucky University’s Haile/US Bank College of Business in Highland Heights; Darshak Patel, a lecturer at the University of Kentucky’s Gatton College of Business and Economics in Lexington; and Brandon Sheridan, assistant professor at Elon University’s Martha and Spencer Love School of Business in North Carolina. They point out that many professors have “no specific assignments or grading associated with the content that is shared” via social media.

Survey respondents who did not use social media for teaching brought up several concerns—particularly the desire to protect the personal privacy of both their students and themselves. Interestingly, few among the 70 respondents believed that social media had no impact on learning—but most were simply uncertain of what that impact might be.

As today’s digital natives become tomorrow’s professors, it’s likely that social media will become used more often for teaching, the authors note. Given that, professors “would benefit from more empirical evidence on the effectiveness of social media in enhancing student learning before adopting their own approaches.”

“Have economic educators embraced social media as a teaching tool?” was published online December 16, 2016, by the *Journal of Economic Education*.

Wang, director of NTU's Insurance Risk and Finance Research Centre.

EXPERIMENTS IN POLICY

Researchers from the University of California, Berkeley, are leading a five-year research study that aims to improve partnership programs between nongovernment organizations and local governments in developing nations. Researchers will conduct randomized controlled trials (RCTs) of different policy approaches within these nations as part of the Economic Development and Institutions (EDI) initiative. The EDI is being implemented in the university's Center for Effective Global Action (CEGA) in partnership with the University of Namur in Belgium and the Paris School of Economics in France. Other partners include Oxford Policy Management in the U.K. and Aide á la

Décision Économique in Belgium.


Leading the study are **Ernesto Dal Bó**, the Phillips Girgich Professor of Business at the Haas School of Business and Travers Department of Political Science; **Frederico Finan**, an associate professor of economics; and **Edward Miguel**, an economist and CEGA faculty director.

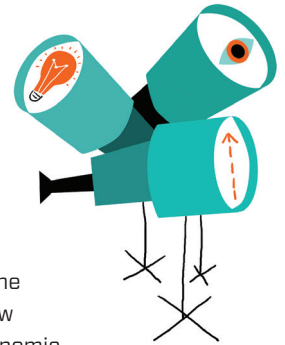
Through partnerships with governments and local leaders, the researchers will run experiments within local institutional channels "to create a more cohesive and reliable body of knowledge" about what successful, scalable policy looks like, says Dal Bó.

In August, Dal Bó and Finan published a white paper calling for the greater use of RCTs in public policy research "not only to show that some specific intervention produces a particular change, but also to understand how this change takes place,

what other interventions could have the same effect, and to what extent the interventions can be scaled up." Their paper "At the Intersection: A Review of Institutions of Economic Development" is available for download at escholarship.org.

Over the next three years, EDI will make public calls for proposals for pilot studies and full RCTs designed to test government programs in developing countries. Most accepted proposals will be awarded £600,000 (approximately \$US730,000) for implementation.

For information about the next call for proposals, contact edi@berkeley.edu. 



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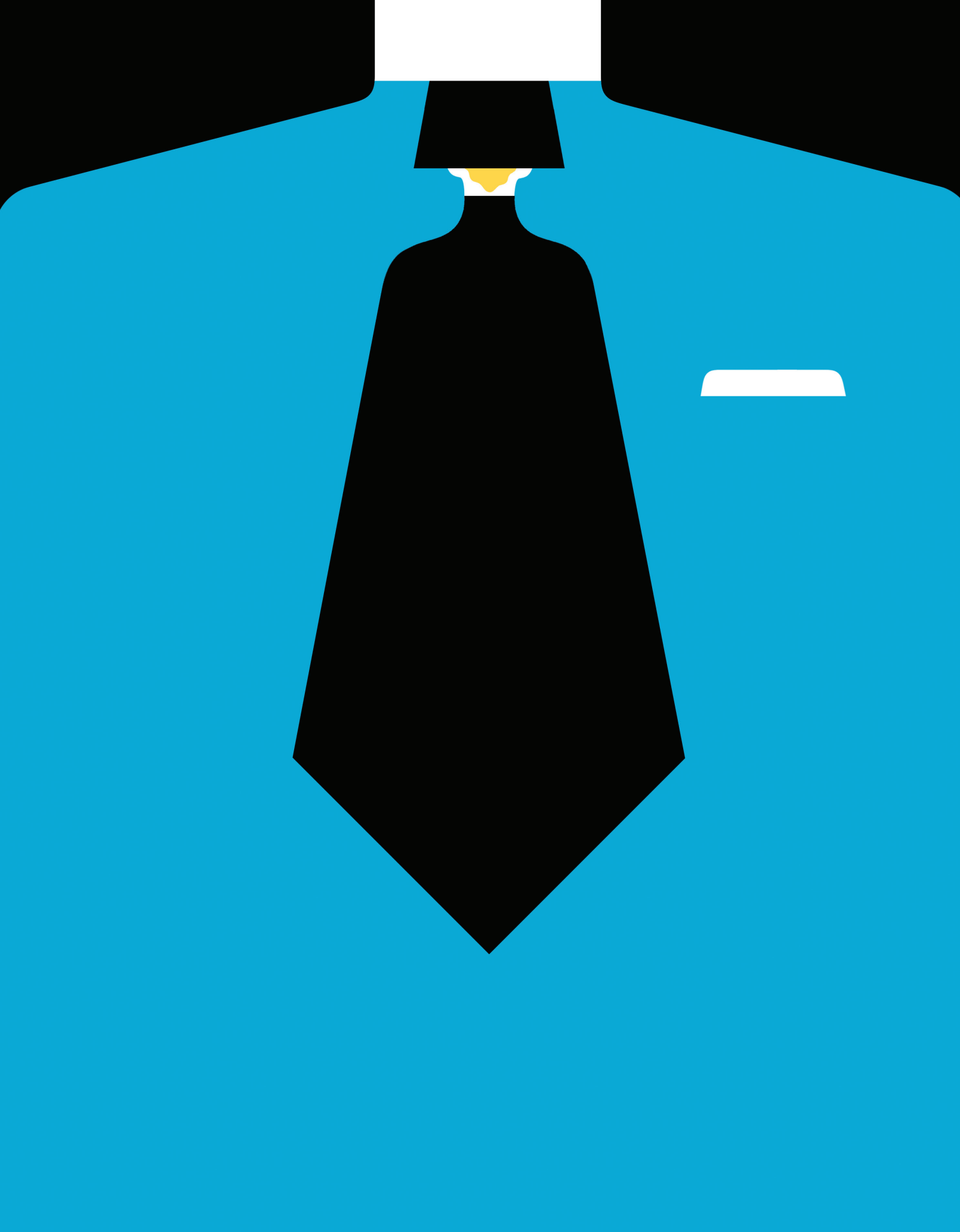
TRAINING GREAT LEADERS

BY PATRICK CULLEN AND JACKSON NICKERSON

ILLUSTRATION BY ANGUS GREIG

How business schools can make sure their most promising faculty are ready to transition into leadership roles.

“CONGRATULATIONS! We’d like you to join the dean’s leadership team!” Faculty who hear these words will have different motivations for heeding the call. Whether they’re exploring a career switch, are energized by a new challenge, or simply think it’s their turn to carry the torch for their schools, they all will ask similar questions: “Am I ready for the challenge? What struggles will I face? How can I prepare myself? How will I survive with my sanity intact?”



As change agents, new leaders must avoid creating impediments to change before they even begin.

Our interest in these questions is not just academic. Based on personal experiences, we believe that leading in an academic enterprise is more difficult, more challenging, and more nuanced than in any for-profit business. That's why, four years ago, we set out to understand the common struggles new leaders face so that we could create a leadership development program for AACSB International. We interviewed deans, as well as associate and assistant deans, and we surveyed more than 400 experienced and new deans. We asked what tasks and activities those new to leadership roles struggled with most, and what experienced leaders wished they had known before taking their positions.

The struggles they identified were strikingly similar, falling into three nearly universal categories: the ability to lead organizational change, the ability to think strategically and solve problems creatively, and the ability to develop new leaders and communicate effectively. These themes appeared whether their schools were public or private; large or small; in Europe, the U.S., or anywhere in the world. We used these insights to design *Leading in the Academic Enterprise*[®]—a series of development programs offered by AACSB to help leaders successfully tackle the major challenges they will encounter. (See “Leading in the Academic Enterprise” on page 22).

The majority of our interviewees told us that their moves into leadership positions had been unanticipated. Leading a single unit, or an entire organization, had not been one of their long-term career goals. While some had planned to seek leadership positions, few had received any training to prepare them for the demands of leadership.

Most tellingly, the majority of our interviewees told us that their moves into leadership positions had been unanticipated. Leading a single unit, or an entire organization, had not been one of their long-term career goals. While some *had* planned to seek leadership positions, few received any training to prepare them for the demands of leadership. This made them acutely aware of the fact that new leaders need training and mentoring if they are to succeed.

Below we describe in more detail the skills new leaders need the most. If you are aspiring to such a position, we hope this information will help you prepare for the challenges ahead. And, if you're responsible for building your school's leadership bench, we hope you will address these areas in development programs to ensure effective academic leadership for years to come.

**THEME 1:
THE ABILITY TO LEAD
ORGANIZATIONAL CHANGE**

Perhaps the ultimate test of leadership, as opposed to management, is the ability to lead an organization through periods of transition. This could involve creating capabilities such as a new degree

program; renovating existing capabilities through a curriculum redesign; or merging programs, departments, or even entire schools. Our interviewees pointed to three vital strategies for managing change in an academic setting:

Adopt a broader focus. Many of our interviewees discovered that, once they joined the dean's office, they had to move beyond individual and group interests and learn to prioritize the interests of the entire academic enterprise. As one dean put it, “New leaders struggle to understand that the decisions they are making need to be consistent with the strategic decisions of the school.”

For some faculty who move to leadership positions, past experiences make it difficult to adopt a broader mindset. Several interviewees mentioned that faculty are often rewarded for achieving individual or departmental goals. Rarely are they encouraged to consider and develop enterprisewide perspectives.

Once new leaders adopt broader mindsets, they must rally others to gain support for change initiatives. One dean mentioned that the most effective leaders are “broad thinkers, schoolwide, as opposed to departmental thinkers. I would like them to have skills in being able to build coalitions around change.” Indeed, this sentiment resonated with many deans. Another noted, “You must ensure that what is happening is consistent with the needs of the school, and that it's not just bending to the requests of vocal faculty members.”

Overcome resistance to change. Many deans we talked to noted that resistance to change often begins with new leaders themselves. “Whether it is conscious or unconscious, it is [one's own] resistance to change, and the resistance to recognizing a need for change, that provides the biggest challenge,” one dean said. But as change agents, new leaders must figure out how to get to “yes,” rather than jumping to “no.” They must avoid creating impediments to change before they even begin to consider new strategies.



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Once new leaders overcome their own resistance, the next skill is knowing how to overcome the resistance they encounter in others. One dean remarked, “When I speak with a department chair or an associate dean about something we may want to consider, I immediately get pushback about why we can’t do it.” As another noted, deans can’t dismiss faculty, so they must use approaches like influence and persuasion to gain consensus. However, several interviewees stressed that new leaders rarely know how to use the power of influence and persuasion to lead change effectively.

Communicate a compelling vision.

Deans told us repeatedly that many new leaders have difficulty creating and communicating a vision for change. For example, one academic leader pointed out that “issues arise from people being better at big-picture thinking than they are at sitting down with the staff who report to them and setting individual goals so that things get executed well.” New leaders must be able to help others understand a vision and translate that vision into action.

THEME 2: THE ABILITY TO THINK STRATEGICALLY AND SOLVE PROBLEMS CREATIVELY

While many academics and professional staff believe they are good at strategic and creative thinking, our interviews and survey suggest that new leaders often lack practical abilities in these arenas. For example, one dean commented on the extent to which department heads struggle to think strategically. “When I asked each of my department heads to devise a department strategy...I had only one person able to really nail that. The other four? It’s been two years and they have not gotten there.” Another dean said that new leaders’ proposed solutions “tend to have a low ‘hit’ rate, primarily because they haven’t been accustomed to thinking broadly about the school’s overall success and strategy.”

Leading in the Academic Enterprise

As more business schools adapt to the rapidly changing environment by designing new programs and forging stronger relationships with their communities, it’s clear that they will need leaders who can make their new initiatives happen quickly and successfully. That’s why business schools are increasingly searching for formal training grounds where faculty can develop their leadership skills.

Leading in the Academic Enterprise® (LAE), a three-part series offered by AACSB International, is one such training ground. Launched in the summer of 2014, LAE is designed to help academic institutions, from business schools to larger universities, rapidly build leadership bench strength.

The LAE series guides participants in the application and practice of leadership skills. These abilities are developed over the course of the following three seminars:

Leading People and Organizational Change helps individuals who currently might have little or no formal authority at their institutions learn to successfully “lead from the middle.” Participants discover not only how to build and repair trust, but also how to react when colleagues express negative emotions such as disrespect, envy, anger, and fear.

Strategic Thinking and Creative Problem-Solving teaches faculty to lead in team settings. Participants practice strategies to help their teams more quickly identify the right problems to tackle by overcoming psychological traps—such as framing, confirmation bias, and self-justification bias—that undermine decision making. Participants also learn practical methods for enhancing their creative problem-solving and strategic planning skills.

The final seminar in the series, *Developing Leaders and Impactful Communication*, offers practical techniques for coaching, evaluating, recruiting, and retaining faculty and staff. Participants review successful coaching and mentoring techniques, such as providing direction and asking questions, before implementing what they learn via role-playing exercises and case studies. As part of this development, participants also learn how to engage in more successful dialogue—more specifically, how to convert conflict into constructive conversations.

Over the past three years, LAE participants have highlighted a range of skills they were working to develop. One participant emphasized how important it was “to take the time to formulate problems fully instead of jumping to conclusions.” Another, who recently had been made responsible for merging two concentrations into one, emphasized the need to be “systematic in identifying different stakeholders, as well as their priorities and needs.” Such a stakeholder-centric approach, the participant noted, would help the merger go forward with “less conflict and bad feelings.”

Any change in an academic environment—whether it’s the merger of concentrations, the launch of an initiative, the creation or elimination of a program, or an entire curriculum revision—is bound to face resistance or roadblocks along the way. LAE is designed to help participants overcome these roadblocks, says Jackson Nickerson of Washington University in St. Louis, LAE’s facilitator. “The academic enterprise, he says, “is one of the most challenging environments in which to lead.”

► For more information about the LAE series, visit www.aacsb.edu/events/leading-academic-enterprise.

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Too often faculty are thrown into the deep end of the pool and expected to swim or sink in the turbulent waters of leadership—an expensive way to develop new leaders.

These deans acknowledge that they explicitly look for creativity among members of their executive team. Even so, many new leaders lack this characteristic. “I struggle with getting people to think beyond incremental change,” one dean noted. “They only want to focus on changes that are comfortable. We need people who understand the speed, the enormity of the change going on outside of our colleges. Once they get that, they must know that we need to think boldly and creatively about how to respond.” Unless new leaders can map creative, strategic thinking onto actionable plans, they will not be able to advance the school’s mission.

THEME 3: THE ABILITY TO DEVELOP LEADERS AND COMMUNICATE WELL

As the prior comments suggest, business schools need leadership bench strength like never before. It’s no surprise that these deans placed a high priority on developing the next generation of leadership talent through coaching and mentoring. Yet our research suggests that few new leaders fully appreciate the kinds of coaching and mentoring that work well in an academic setting. One dean explained that too often faculty are thrown into the deep end of the pool and expected to swim or sink in the turbulent waters of leadership—an expensive way to develop new leaders. “We need to do everything we can,” the dean added, “to help them be successful.”

The right coaching can help potential new leaders develop critical skills. These include the ability to communicate, negotiate, manage conflict, listen effectively—and, most important, engage in difficult conversations. Many deans noted that members of their executive team must learn how to say “no” clearly and firmly, while explaining the reasons for their decisions, something that can be especially difficult to do in the face of a reasonable request.

It takes courage to make these tough decisions, especially when some people are bound to be unhappy as a result. One dean explained, “I don’t think we are trained for that. We want to be nice. We want people to like us. Sometimes we hesitate to have those uncomfortable conversations.” Another dean echoed this sentiment, emphasizing that “most faculty members have not had any training in communicating difficult feedback.” As a result, professional relationships can suffer. The dean elaborated, “How do you remain in a collegial role and at the same time make allocation decisions that often have winners and losers? That’s a tough one.”

Several of the leaders we surveyed emphasized the value of conflict management. One told us that when members of the executive team can handle conflict among themselves,

problems are less likely to expand into other academic units. “I really value the ability of my colleagues to resolve conflict themselves in a professional and efficient way.”

THE NEED FOR LEADERS

So, who among a school’s faculty is ready to lead? The answer to that question depends on how well a school supports its faculty with mentoring, coaching, and training that focus on the demands of academic leadership, such as those described above.

Unfortunately, few of the deans we spoke to believe that business schools do a good job of preparing future academic leaders. “In general, leadership does not come naturally to most faculty,” one dean noted. “They do not have a natural set of skills or inclination around leadership.”

Yet, the need for effective leaders has never been greater. Perhaps the most important lesson we learned from our research is that while many academics do not have the skills to lead successfully in challenging environments, this does not mean they cannot develop them. Our interviewees agreed that schools that invest in training, mentoring, and development are likely to see great returns, both for their leaders and the larger academic enterprise. **D**

“I struggle with getting people to think beyond incremental change,” one dean noted. “They only want to focus on changes that are comfortable. We need people who understand the speed, the enormity of change going on outside of our colleges. Once they get that, they must know that we need to think boldly and creatively about how to respond.”

Patrick Cullen is vice president for strategy and innovation at AACSB International, headquartered in Tampa, Florida. Jackson Nickerson is the Frahm Family Professor of Organization and Strategy at the Olin Business School at Washington University in St. Louis, Missouri; a nonresident senior scholar in government studies at the Brookings Institution in Washington D.C.; and associate dean and director of the Brookings Executive Education program.



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TRANSI OF

BY SHARON SHINN ILLUSTRATION BY ANGUS GREIG

Today's business school deanships last a relatively short time, which means there's frequent turnover at the highest levels of leadership. When deans retire, what steps can they take to make sure there's stability and continuity at the schools where they've served?

THE TYPICAL BUSINESS SCHOOL

deanship lasts just over six years. That statistic from AACSB International points to the fact that every few years, business schools and their faculty must adjust to new priorities and protocols instituted by their top leaders. While business schools often pour significant resources into their searches for new deans, they don't always think about succession planning until very late in the process. So what can schools do to ensure a smooth transition? More precisely, what can retiring deans do to position their successors for success? In a series of separate conversations, *BizEd* talked to four former deans to find out.

TION POWER

“If deans don’t earn the trust of the faculty within the first 18 to 24 months, they won’t be able to create anything in that environment.” —ILENE KLEINSORGE



JORDI CANALS was dean of IESE Business School at the University of Navarra in Spain from 2001 until September 2016; currently he is professor of economics and strategic management at IESE. Franz Heukamp has taken over in the dean’s role.

ILENE KLEINSORGE, who was dean at Oregon State University’s College of Business in Corvallis from March 2003 through June 2015, now serves on nonprofit boards and volunteers for the community college accounting technology certificate program. Mitzi M. Montoya became the Sara Hart Kimball Dean at OSU in August 2015.

MELVIN STITH was dean of the Whitman School of Management at Syracuse University in New York from 2005 to 2013, after spending 13 years as dean of Florida State University’s College of Business in Tallahassee. He currently serves on boards of directors for both for-profit and nonprofit organizations. The Whitman School now is led by interim dean S.P. Raj, who took over when Stith’s replacement was removed from his post following an alleged impropriety.

DOMINIQUE TURPIN was president of IMD in Lausanne, Switzerland, from July 2010 through January 2017. He currently is Dentsu Chair Professor at the school, but also carries an expanded role as dean of external relations. Jean-François Manzoni became president of IMD in January.

These four former deans offer advice to current deans about to step down, new deans about to step in, and business schools looking for ways to ease the transition. They also consider their own legacies as they look back on the years they spent in these pivotal roles.

Before you left your post as dean, what actions did you take to smooth the way for your successor or to aid in succession planning?

KLEINSORGE: In the fall before my retirement, I led the faculty through a strategic planning session where we emphasized value and culture. I wanted faculty to know who they were and what they wanted to do so they could be active participants in choosing my successor.

I also created a notebook for every unique program the business school ran and every agreement I had with other programs or units on the campus. I codified the information and laid out what promises had been made. I also made sure all the donors and alumni had received appropriate thank-yous and a head’s-up about the new leader, and I recommended people from my board for the search committee.

STITH: I made sure I had recruited good junior faculty, so there was a solid cadre of next-generation leaders in place. I also wanted to encourage the junior faculty to be engaged with research, so I made sure a big research fund was in place. Also, because I had been involved with The PhD Project, I pushed to have a diverse group of doctoral students studying at the Whitman School.

CANALS: For me, two relevant issues were critical: the state of the management team in terms of a solid pipeline of potential internal successors, and the state of the institution in terms of its mission, people, values, and performance. The development of a new generation of faculty and staff, including members of the executive team, was a high priority for me for years. I also worked with my team to foster a sense of purpose across the school to nurture

new platforms for growth.

TURPIN: At the beginning of my first term, I put together a management team made up of three faculty and three non-faculty. I told them if they did a good job, they had the potential to be president. During the annual faculty review, the chairman would ask the faculty members on the team what their expectations were and whether they wanted to be considered for president. We also had a faculty representative on the board, and he regularly got feedback from his colleagues on what their preference would be for a president in the future. When it came time for me to step down, we had a pool of internal candidates to consider, but we also looked at external choices.

How do you think succession planning at academic enterprises differs from succession planning at for-profit companies?

STITH: A corporation talks about the succession plan once a year. You ask the CEO, the COO, and the CFO, “If something happens to you, who would you recommend?” But the culture is very different at a university. If the leadership says, “We’re going to think about Mel Stith’s replacement,” Mel Stith will say, “They don’t really want me here.” You almost can’t do succession planning at the university.

Also, in a typical business, you have fewer people engaged in the transition of power. For instance, I’m on the board for Aflac. If the CEO steps down, there are ten or 12 of us who will decide who the next CEO will be. But at a university, the faculty, the students, the staff, and the alumni all get a voice in that transition.

KLEINSORGE: The thing that makes it unusual is shared governance. In other

“One of the biggest mistakes people make is not understanding an institution’s history.”

—MELVIN STITH

situations, when a leader comes in, the leader has some power. If I'm the leader and I want to build a new product or reduce services, I can fire anyone who doesn't go along with me. But a dean can't get rid of faculty so easily. My hypothesis is that if deans don't earn the trust of the faculty within the first 18 to 24 months, they won't be able to create anything in that environment. They'll only be able to manage, not lead.

CANALS: Academic institutions are specially built around the trust developed by the university among its faculty, staff, students, and alumni. The essence of each one of those relationships is probably a bit more complex than such relationships at most businesses.

The nature of the job also has an impact. The president of a university or the dean of a graduate school should have a background of academic excellence that earns the professional respect of colleagues; such individuals also need to cultivate key managerial capabilities indispensable to running a complex institution. It is comparable to the expertise required for the CEO of a large medical hospital that carries out important research activities.

TURPIN: The typical academy has not changed dramatically, so running the institution isn't the difficult part. The most difficult part is positioning the institution to be different. Why should students come to your school when there are so many business schools in



the world? Fundraising is also a challenge. Therefore, the school needs someone who is a strong administrator and who understands finance and operations, skills that are typically not the forté of academics. But if the dean isn't an academic, the faculty might not respect him. People in our profession are very independent. They're trained to challenge and criticize everything. So leading them is a tough job.

To make succession planning easier, first, schools should plan the succession—they should not wait until the last minute to do it. Second, they should define the job of the president or dean. They should keep in mind that they're limiting their opportunities if they only look internally, so even if they have a very strong internal candidate, they should also look outside. Finally, they should find someone who will understand the DNA of the place.

Is it easier or more difficult for the new dean if the previous dean stays on in some capacity?

KLEINSORGE: I think it's much more difficult for both parties if the previous dean stays. For myself, I cannot imagine staying on campus and watching the things I put so much blood, sweat, and tears into being reconstructed. I also don't think it's good for the previous dean to be available to hear complaints from those who aren't happy with the changes. You have to get out of the way of the new leader once you've turned over the keys.

STITH: I think it depends on the personalities of the people there. One of Whitman's previous deans was still on campus when I arrived, and he and I got along very well. In fact, he became one of my department chairs. I think it also depends on the circumstances under which you leave. I left because I wanted to, but if you're asked to step down, it might create some tension if you remain on campus.

I'll give a lecture at the college of business if someone invites me, but otherwise, I don't spend much time in the building. I stay involved with Whit-

man mostly by doing fundraising for the Institute for Veterans and Military Families, a program that teaches veterans to be entrepreneurs. It's grown into a huge national program, so it keeps me busy.

CANALS: It depends very much on the school and the individuals involved. I learned a lot by watching John McArthur when he stepped down as dean of the Harvard Business School. He stayed on at Harvard as a senior faculty member, remained committed to the



"Taking the university to the next level requires substantial resources that should be deployed over many years."

—JORDI CANALS

institution, and found different ways to help the new dean, Kim Clark.

TURPIN: All of my other predecessors left IMD, so when my successor came, I offered to go to our new Southeast Asia Executive Learning Center in Singapore. But he wanted me to stay at IMD to show future deans that when their terms are up, they don't have to go into exile.

The new president gave me the title of dean of external relations, so I meet clients, do fundraising, and act as an ambassador for the school, which were always the parts of the president's job that I enjoyed most. I also keep a small

“Take time off to think about your next move. Travel. Work with an NGO. Change your mind and your perspective.” —DOMINIQUE TURPIN



teaching load. I haven't signed in blood to be with IMD for the rest of my life, but my preference is to stay here if I can make a difference.

How can schools ensure continuity when the average tenure of a dean is six relatively short years?

STITH: I think schools should start looking at deans' appointments the way they look at tenure and try to sign people up for longer periods. If they appoint a dean for seven or more years, instead of three or four years, it changes the mindset of the faculty. It also changes how the deans approach the job, because they'll have more time to get things done. A school can always still fire for cause, but a longer appointment lets everyone know that they're in it for the long run.

CANALS: In general, good institutions need to consider long-term horizons. Few things can be achieved in the academic world with short tenures. Developing young faculty takes time, establishing programs with strong reputations takes time, research with impact takes time, cultivating alumni takes time. Taking the university to the next level requires substantial commitment and resources that should be deployed over many years.

KLEINSORGE: Schools should insure that the faculty desire accreditation and understand the standards within accreditation. When faculty buy into accreditation standards, the school will have some type of continuity of programs and reputation, which is particularly important if leaders are only in place for a short time.

According to data from AACSB, 69 percent of deans are in their first appointments. What advice would you give to a first-time dean?

CANALS: Develop a sense of purpose and have a long-term horizon for the institution—grow your faculty and team—and stay close to alumni and clients. And try to enjoy your work as you pursue all these activities!

KLEINSORGE: Don't be afraid to lead with care and compassion. As a woman, I was afraid to be open and vulnerable in the early years for fear of being seen as weak. What I found was that publicly being vulnerable and compassionate won me regard and trust, not the opposite. Deans can't do anything without trust, and trust must be earned through communication and transparency.

I would also tell them that their power comes from their ability to make decisions. First-time deans often hesitate to make decisions for fear of failure. They have to try new things, but they also have to be willing to call something a failure and stop it.

STITH: I would say, be open in your communication with key constituencies, and give people access to you. Don't tell them they can't bring you bad news, because people have to be able to tell you what's on their minds. That way you'll gain their trust. They might not always agree with you, but they'll respect what you do.

You also have to take your time. When I came to Syracuse, there were all these little two- and three-person departments, which made no sense to me, so the first thing I said I was going to do was combine departments. But I talked to people until they were comfortable with the idea, and when I put the proposal before faculty, it was approved unanimously.

If you come in as a new dean and act like you know everything, you're not going to be successful. I think one of the biggest mistakes people make is not understanding an institution's history. You have to respect that, even if it's not all good. You can't come in and say, "Nothing you've done is important. I'm just going to change everything."

TURPIN: First, be humble in the job. You're there to serve the institution, and you must do it with humility. Second, surround yourself with a team, surround yourself with talent.

Third, think about what you're going to do when this job is over. Do you want to become a dean somewhere else? Do you

want to go into the private sector? As a dean, I met so many CEOs and developed an amazing network. I realized that if I went back to a regular professor position after my term was over, I would get bored.

That leads directly to another question: Do you have any advice for a dean who is about to step down?

TURPIN: First, lower your expectations. People's attitudes change according to your status. When you are the big boss, people tend to respect you. When you're not, they may change their behavior. Second, take a break and recharge your batteries. Take some time off to really think about your next move. Third, do things you might not have been able to do before. Travel. Work with an NGO. Change your mind and your perspective.

KLEINSORGE: Get out of the way—that's what I've tried to do. Be supportive of the incoming dean, and never say anything negative about that person.

STITH: Stay out of the building. Don't take phone calls from the faculty who want to tell you how bad the new guy is. You've had your day. Even if you stay on the faculty, stay out of the administrative issues. In the past few years, I've been in the building three times, and two times I was at receptions for the military. I didn't go to the other receptions and parties because I didn't want the new person to think, "He's looking over my shoulder." If you wanted to keep having an impact, then you should have stayed on as dean.

What kind of legacy do you hope you have left behind?

CANALS: A terrific team, and a sense of mission that helps people understand

that good management education can have a deep and positive impact.

STITH: There are two things I want to say I had an impact on. Because I was involved with The PhD Project, I wanted to help build a diversified group of young men and women teaching in business schools, and I believe we did that. The second thing was building the veteran's program. Mike Haynie, a business professor at Syracuse, had the idea of an entrepreneurship program for veterans—and he wanted it to be free. So I raised money for the initial program, and I saw it expand to universities across the country. Those are the two things I'm really proud of.

Also, overall I think the school was in pretty good shape financially when I left, in terms of endowments, alumni giving, and the dean's discretionary fund. We


also had a good faculty and a good fundraising team.

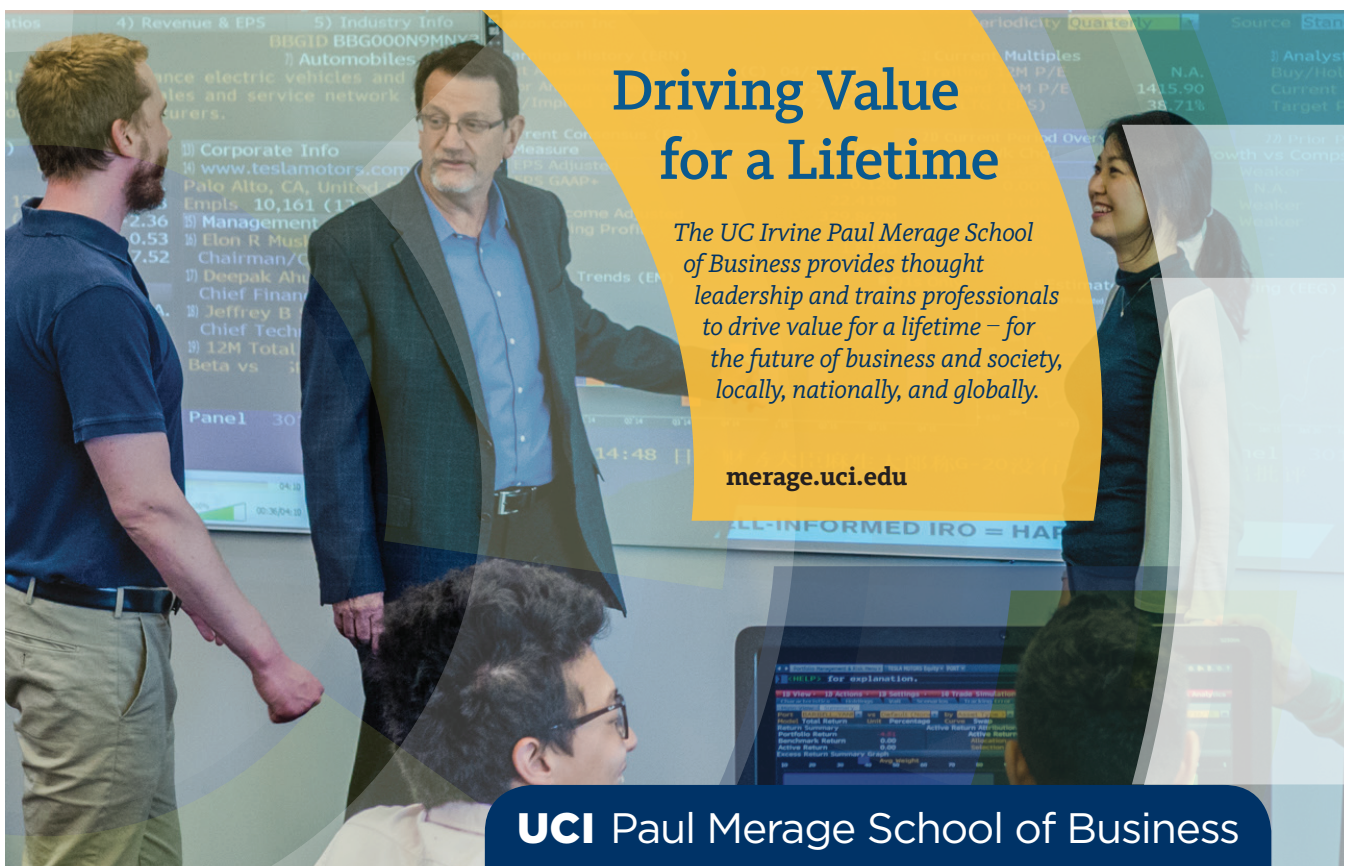
TURPIN: I trust I am leaving IMD in good financial health. We recruited a number of talented professors last year, we have regenerated the pool of talent, and I am confident these new people will carry the institution in the right direction. I also did some fundraising at IMD, which had not been done before. I used the money to create a number of chairs, and I feel good about that.

But a big part of my legacy will be the learning center in Singapore. Creating this center gave us a lot of visibility.

KLEINSORGE: I think I put together a faculty who valued their research but never forgot their students. I also helped create quality, student-centered educational programs. I opened the first college-specific career center on cam-

pus, and I encouraged student clubs that allowed students to direct their professional development in non-credit environments. I created a group called the Dean Student Leader Circle so that I could talk to students any time I was going to make a decision that would affect them. We had conversations about everything from raising tuition to launching a women's leadership program.

While I was dean, we also built Austin Hall, the first new building the school had had in 92 years. Up until then, every living alum of the college had been educated in the same building. I wanted my legacy to be the people, not the building. But in fact, the people and the programs are what change first—the only thing that doesn't is the building. So Austin Hall is my legacy. 



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Rooted in a Sense of



Is it possible to build business schools with a social conscience? Yes, but we must do more to integrate ethics and emphasize public sector management if we are to shape the role business education plays in the future of society.

BY MIE AUGIER AND ARJAY MILLER

ILLUSTRATION BY 2COMMUNIQUE

Purpose

“AMONG THE FACULTIES, none has a clearer sense of purpose than schools of business and medicine.” Derek Bok, former president of Harvard University, made this observation in his 2003 book, *Universities and the Marketplace: The Commercialization of Higher Education*. His statement highlights some of the parallels between the histories of business schools and medical schools. Both began primarily as for-profit vocational schools, both evolved to educate students in a profession, both have faced tensions between academia and practice—and both have faced high-profile criticisms that made their leaders and faculty rethink their schools’ purpose. But their later evolutions have followed very different paths.

Medical schools reformed their approach, in large part in response to Abraham Flexner's famous 1910 report, "Medical Education in the United States and Canada: A Report to the Carnegie Foundation for the Advancement of Teaching." In it, Flexner criticized the state of medical education for, among other things, being too vocational and practice-based. He recommended that the practice of medicine be based on scientific principles and research, and, in turn, that medical education be based on fundamental scientific knowledge and its applications.

Flexner also argued that medicine was a profession, in part because medicine is problem-driven, cross-disciplinary, and altruistic in nature; he viewed the medical profession as one dedicated to the general social good, not narrow self-interest. Thus, Flexner also envisioned professional schools as altruistic in nature, instilling in students a sense of values beyond themselves.

Business schools famously began their own transformation in 1959 after the Ford Foundation's Gordon-Howell report and the Carnegie Foundation's Pierson report. These reports mirrored some of Flexner's concerns with respect to business schools and management education, especially the lack of research and scientific basis and the dangers of viewing business as a vocation rather than as an academic endeavor. However, the reports dealt primarily with issues such as the need to upgrade the academic foundations of business; they paid much less attention to the tradeoffs between maximizing profit and pursuing purpose.

Yet 50 years after the release of the Carnegie and Ford Foundation reports, prominent business leaders, including Warren Buffet and Bill Gates, have pointed to the need for business schools to help students develop ethical iden-

tities. While many schools have added standalone courses in ethics, values, and social responsibility, some have done so in response to incidents of corporate scandal and greed, not from a shared sense of purpose. Instead of viewing the teaching of ethics as a fix for bad behavior, business schools need to make ethics and altruism part of the DNA of the MBA curriculum—a part of their identity and purpose.

Here, we look at ways to integrate issues of ethics and sustainability more effectively into business programs. In particular, we explore the case of Stanford University, which uses its public sector management certificate program as a way to emphasize ethics and social responsibility in its curriculum.

Profit and Purpose

We know that it is easier to teach students how to make money than how to solve social problems. After all, problems such as climate change, education, and healthcare are too complex for an algorithm to handle. But if schools can add dimensions of social consciousness to their existing core curricula, they can help students think through how they and their organizations can help address large social issues on a regional, national, or global scale.

As a first step in that direction, business education could move away from its current "me-leadership" mindset, in which MBA students are taught to be concerned mostly with their individual success. Instead, we need to teach a "we-leadership" mindset, in which students focus on outcomes beyond their own near-term interests. B-schools can promote such a mindset through courses that highlight the individual, organizational, and societal tradeoffs between a "me" and a "we" mentality; explore the role businesses have played in shaping societal values; and present cases of leaders

who put long-term organizational or social goals ahead of their own.

Many schools also are involved in initiatives designed to promote ethics among business students. For instance, the Yale School of Management offers a set of cases on ethics and social responsibility free to all educators; New York University's Stern School of Business holds its annual Social Impact Business Challenge; and the Stanford Graduate School of Business (GSB) has created initiatives around social innovation and strategic philanthropy. The Presidio Graduate School in California, which came in No. 1 in Net Impact's "Business as Unusual" ranking, integrates ethics, values, social impact, and sustainability into all of its courses.

We believe business schools—perhaps even those that already emphasize social impact in their curricula—might do even more. Here are a few possibilities:

Encourage more research on social impact. Deans can persuade faculty to conduct more research on social issues by pointing out the advantages of such scholarship. For instance, such research is often problem-driven and interdisciplinary, which can ease tension between academic and practice-based perspectives. And when business faculty study topics usually left to schools of public administration, like nonprofit management, they develop trust between government and business.

Of course, moving academics to conduct scholarship on social problems might be no easy task, given that they have powerful incentives to adhere to their current research tracks, from the publication requirements for achieving tenure to the types of scholarship that earn the most respect among their colleagues. As Robert Calkins, former head of Brookings Institutions, mentioned to Arjay Miller when Miller was about to take over the deanship at Stanford's GSB in 1969, "It is easier to move a graveyard than to get faculty to change their minds and ways." But if a business school can provide a climate where this change is a

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natural progression of its mission, faculty are all the more likely to join the effort. And when business school deans commit to a sense of social purpose, they are more likely to encourage faculty to research societal issues, even if those issues fall beyond the usual boundaries of their academic expertise.

Hire strategically. When Miller was at Stanford GSB, he hired professors interested in working on social problems and interdisciplinary projects. Some of these individuals did not have a business school background, but had broader experiences that helped them understand how governmental and nonprofit organizations worked and were managed. These faculty included Harry Rowen, former president of RAND Corporation, and Alain Enthoven, former U.S. deputy assistant secretary of defense. Miller also hired George Schultz, an economist who had served as U.S. secretary of labor in the Richard Nixon administration, as well as dean of the business school at the University of Chicago.

Establish research chairs. Deans often direct most of their fundraising efforts to new buildings and facilities. But raising funds to establish chairs dedicated to promoting values and purpose could be even more important to the future of the business school.

Seek out students with a sense of purpose. To attract students, many b-schools present data on their graduates' salaries and placement. But if they also presented data on their graduates' long-term contributions to society, they could appeal to students interested in social impact who otherwise might not consider business school.

Integrate public management into the curriculum. Most public management programs are housed in schools of public policy, but what if they were based in business schools? By integrat-

By tackling difficult ethical topics, we can help every future manager develop a social conscience.

ing public management into their programs, business schools would not just integrate profit and purpose into the curriculum, but also facilitate conversation and collaboration among business, nonprofit, and government sectors, as well as encourage students who are more

interested in applying business solutions to social problems.

A Case Study: Public Management at Stanford

The goals outlined above motivated Miller to establish a public management program (PMP) within the MBA program at the Stanford Graduate School of Business in 1971. The goal was to attract students with an interest in contributing to public organizations and service, as well as those with business degrees who planned careers in the public sector. Within the program, students heard speakers from the public sector and nonprofit organizations, organized fundraising events for charities, and followed a curriculum with public management topics embedded. Each student who completed three public management courses as part of the MBA program received an MBA degree and a PMP certificate.

Miller was passionate about starting this program, because he had come to believe that public management should be an inextricable part of business education. During his tenure first as a manager and eventually as president of Ford Motor Company, he learned that management was about more than solving business problems. It was about solving human and social problems as well, a point too often overlooked in discussions of systems analysis and economic perspectives on organizations. In the 1960s, a time

when society was experiencing economic, social, and political turmoil, Miller felt that business leaders must develop a strong concern for values beyond themselves.

Although public administration existed as a field at the time, it was largely ignored in business schools. Likewise, schools of government largely ignored business management. For Miller, this gap in business education represented an opportunity. If business schools could develop public management programs, they would do far more than simply help managers develop business skills. By bringing management principles to bear on public sector organizations, they would build trust and mutual understanding between business and government. By focusing on management and its role in society, they would bring better balance between corporate interests and social responsibility. And, most important, by creating space to tackle difficult and intangible topics such as ethics and social responsibility, they would help every future manager develop a social conscience and sense of purpose.

As noted earlier, Miller recruited faculty with experience and interest in management within government and nonprofits. Stanford's existing faculty, both within the GSB and across campus, also contributed to the development and delivery of new public management courses, which included those in business and the changing environment, federal budget policies and processes, and power and politics within organizations. The PMP also taught functional business disciplines—such as management, economics, marketing, and financial analysis—through the lens of public sector organizations.

Miller also sought to revise existing courses to include components related to ethics and social responsibility, because he didn't just want to launch a new public management program.

He wanted the GSB to be known as a "business school with a conscience."





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In the beginning, only a few students earned their PMP certificates. But enthusiasm for the certificate program soon grew among faculty, students, and local businesses. However, over time it became more difficult for graduates to resist the higher salaries offered by private sector organizations. In addition, there was a growing perception among business students and in the public at large that government was part of the problems that society faced, not a source for solutions. Students became less attracted to public service, and in the late 1970s and early '80s, PMP enrollments began to decline.

Then, in the mid-1980s, new initiatives, including a student-led effort called the Public Management Initiative (PMI) sought to help refresh the program. Through the initiative, each first-year class of PMP students selected a topic in which they all had the most shared interest—such as the environment, education, or social innovation—which drove their coursework, guest speakers, and other activities for the remainder of the program. By allowing students to have more input into the program's content, the school was able to reinvigorate the PMP. By the 1990s, the PMP had adapted to social trends and student preferences, and enrollment began to increase once again. Since the program's inception, more than 1,000 students have earned PMP certificates. Of the approximately 500 students who received master's degrees in 2015, 101 also had earned their PMP certificates. In 2016, 124 earned the credential.

While the program once was dedicated solely to public management, the GSB recently expanded its scope—the PMP is now known as the “certificate in public management and social innovation.” But its public sector emphasis is no less valuable as a means to help students build a foundation in ethics and social

Students can help build bridges between sectors.

responsibility. With public management still a key component in its name and content, the program continues to emphasize to students the importance of values beyond themselves.

In addition, programs that combine public and private sector management could present an opportunity to today's business schools that is at least as great as—and perhaps even greater than—they did when Miller started the PMP in the 1970s. After all, even if students do not initially take jobs in the public sector, an increased social aware-

ness is likely to make them far more sensitive to the impact of business on society. By knowing more about public sector management, they will help build bridges between the sectors. They will be more engaged in their communities; more likely to pursue philanthropic activities later in their careers; and, most important, more aware of the long-term role—and the ultimate impact—of business on society.

A Long-Term Vision

Professional associations also must play a role in making sure business develops a social conscience. First, they can ask business educators to consider the long-term role of business schools in society. We already see moves in that direction. For instance, the theme of last year's Academy of Management annual conference was “Making Organizations Meaningful.” And the fact that AACSB International's standards now encourage business programs to include ethics courses is an important step. But we'd like to see more research from our professional associations that takes a critical look at the long-term impact of our industry on society, not just short-term surveys on particular courses or the financial success of alumni.

Just as the American Medical Association undertook such research on

medical schools in the years before the Flexner report, organizations such as AACSB can play a similar role for business schools. For instance, ten years ago, AACSB examined the positive impact of b-schools in its report, “A World of Good: Business, Business Schools, and Peace.” In addition, in 2016, AACSB released its “Collective Vision for Business Education,” which includes the goal for business schools to become “enablers of prosperity.” EFMD also has taken steps toward a strong emphasis on ethics, including adding coverage of ethics and social responsibility to the EQUIS criteria framework. And the Association of MBAs has launched initiatives related to issues such as global collaboration for responsible management education. These efforts all signal that our industry is making a commitment to broader goals, by promoting the responsibilities of businesses and business education.

We would welcome seeing these associations intensify these efforts, perhaps by launching a Flexner or Gordon-Howell report of their own. The aim: to encourage schools to do all they can to produce graduates motivated by purpose, not just profit.

Curricula with Conscience

Business schools often design content on ethics and social responsibility to counteract bad practices, forgetting that early deans and scholars of management education viewed ethics in more proactive terms. They placed special emphasis on building social awareness into the heart of their programs. In 1909, Edwin Gay, the first dean of Harvard Business School, emphasized that business schools should teach students both the social and scientific sides of business. In the book *A Delicate Experiment: The Harvard Business School 1908–1945*, author Jeffrey Cruickshank highlights Gay's argument that the goal of business education was not to turn students into “money makers” or to teach them “to get the better of their competitors,” but to

make them better citizens. Leon Marshall, dean from 1909 to 1924 of what was then the University of Chicago's College of Commerce and Administration, shared a similar view. In his February 1913 article about the history and formation of the business school for the *Journal of Political Economy*, Marshall noted, "However important it may be to turn out businessmen who can make money, social workers who can command good salaries, civic workers who can rise to positions of influence and affluence, the most important task for all is to aid in promoting the progress and welfare of society."

We would like to see business schools return to viewing educating socially



responsible business leaders as a central goal of business education. We hope that all business schools go beyond a peripheral treatment of ethics and social responsibility in standalone courses and activities to embed social impact into all courses. That is the only way to turn out students who understand that just as profit is the key to economic growth, purpose is the key to the long-term sustainability of an organization and the communities it serves.

If we are to produce socially conscious graduates, we must do more than react to "a few bad apples" in business.

If management education were an apple tree orchard, we could simply trim branches and

discard rotten fruit—or we could adopt long-term solutions to try to create an orchard where "a few bad apples" would be less likely to grow. ■

Mie Augier is an associate professor at the Graduate School of Business and Public Policy at the Naval Postgraduate School in Monterey, California. Arjay Miller is a former member of the "Whiz Kids"—a group of World War II veterans who became executives at Ford Motor Company. Miller went on to serve as Ford's president from 1963 to 1969, and then as dean of the Stanford Graduate School of Business in California from 1969 to 1979. Augier and Miller are researching ways in which business schools are incorporating values, public management, and ethics into their teaching, research, and administration.



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THINKING SMALL



MANY BUSINESS SCHOOLS face obstacles to innovation, but those obstacles can loom larger for small to mid-sized business schools. But that doesn't mean that business schools with few faculty and resources to draw upon cannot be innovative—only that they must be more careful about what new ideas they pursue.

“We don't have money specifically earmarked for an ‘innovation fund,’ but we try to help faculty find resources for ideas consistent with our mission,” says Michael Hargis, dean of the University of Central Arkansas (UCA) College of Business in Conway. “We use our mission, vision, and values to drive our allocation of resources, whether that means people, money, or space.”

Small-school deans also point out

two advantages their institutions have over larger business schools, and how those advantages can be effectively channeled to support innovation. First, a small institution's close-knit community can lead to a more free-flowing exchange of ideas, says Virginia Lasio, dean of ESPAE Graduate School of Management of Escuela Superior Politécnica del Litoral in Guayaquil, Ecuador. “Our faculty interact more as a whole, providing greater space for collaborative innovation.”

Lasio adds that because ESPAE has only 23 research faculty, 24 practitioner faculty, and just over 300 students, each member of its community is likely to participate in school initiatives. In fact, several projects in the school's current strategic plan were proposed by staff,

not faculty or administrators; those staff members are now leading those projects.

Second, smaller business schools often can adopt changes more quickly than larger schools, because they have fewer stakeholders to reach consensus. “Our faculty is not made up of hundreds of people,” says Richard Moran, dean of Menlo College in Atherton, California. “As a small college, we can move quickly and allocate resources quickly. Innovation is not at the fringes of our college. It's at the heart of the college.”

Moran and several other small-school deans recently shared their best strategies for taking advantage of their strengths to spark greater innovation. In fact, they say, small schools can create innovative opportunities not in spite of their modest size, but because of it.



BY TRICIA BISOUX
ILLUSTRATIONS BY
TRACI DABERKO

'OPEN THE FLOODGATES' TO BUSINESS

With only 40 full-time faculty and 800 students, Menlo College could easily be overshadowed by Stanford University just four miles away. But Menlo sets itself apart from Stanford's large size and powerhouse reputation by forging its own niche. As a small liberal arts college, Menlo focuses solely on undergraduate education in business, entrepreneurship, and innovation, and it takes full advantage of its location.

"Our campus is at ground zero for Silicon Valley. We have students with internships at Facebook who can ride their bicycles to get there," says Moran.

Menlo's staff always are on the lookout for opportunities to "open the floodgates," he adds, to keep a constant flow of

local innovators coming to campus. For example, Menlo invites companies to use its campus as a beta testing site for new products—so far, companies have experimented with everything from a robot delivery service to new educational technologies. These beta tests, says Moran, have resulted in an influx of new ideas that "has proven to be a constant field experiment for all of our students."

MAKE 'CONCERTED' EFFORTS

Menlo brings innovators to campus in another unexpected way: For the last few years, the school has held what it calls its Entrepreneurial Summer Concert Series. Every other Friday throughout the summer, bands made up of employees from nearby high-tech companies come to campus to play music. These free outdoor concerts are open to the public, so that local residents attend with their pets and picnics. For the summer's final concert, *a capella* groups from local companies go head-to-head in a "Pitch Perfect"-style competition.

The idea for the concerts was spurred by the fact that many computer programmers are musical, playing in bands in their free time. "One week it will be the band from Google, the next it will be the band from Yahoo, the next it will be the band from SurveyMonkey," says Moran. "This is a fun way to orient innovators to our campus and expose our students to a lot of cool people."

The concerts cost very little to host but have a large impact on forging relationships between Menlo and local businesses, says Moran. Smaller business schools do not always need big budgets or staffs to deliver effective innovation, he adds. They might need only to find new ways to open their doors to the surrounding community.

"If a faculty member meets someone from Google's finance group during a concert, he's much more likely to invite that person to class to speak about finance at Google," says Moran. "Cultivating these relationships isn't like Match.com. It's more like sending peo-

ple out into the bushes, where they can make those types of connections. This approach is working for us."

REDEFINE THE MISSION

In 2016, ESPAE defined a new mission statement and strategic plan, which emphasized sustainability in its teaching, research, and administration. The school made this shift for two reasons, explains Xavier Ordeñana Rodríguez, academic director and professor of international business. First, its faculty and administrators wanted to differentiate ESPAE in the market. Second, ESPAE's redefined mission would both concentrate the school's focus on innovation and complement its efforts to integrate into its curriculum more content related to sustainability—a key topic for the local agricultural industry.

The school has taken several steps to reinforce its strategic plan. In May 2016, ESPAE launched a master's program in agribusiness. In addition, students and faculty from multiple programs have collaborated to host a symposium on sustainable innovation, which attracted more than 100 participants from business, government, and academia.

Last year, 20 faculty members also attended a seminar to deepen their understanding of sustainability, so they could better incorporate the topic into their courses. So far, several professors have incorporated sustainability into their syllabi, and many will follow over the next year, says Rodríguez.

ESPAE's focus on sustainability now serves as the foundation for greater innovation in local urban development, says Lasio. The school recently began to participate in Competitive Cities, a World Bank-led program that focuses on innovation and growth in urban centers—particularly those that aren't the most prominent cities in their countries. Last December, ESPAE worked with the World Bank, along with Guayaquil's city council and chamber of industry, to organize a two-day workshop to design a competitive strategy for the city.

“Our main role has been to connect city hall, the chamber of industry, academe, and business,” says Lasio. Next, the school plans to launch an initiative called “Social Boot Camp,” in which students, alumni, and faculty will complete consulting projects for base-of-the-pyramid entrepreneurs in Guayaquil.

BE REGION-SPECIFIC

Serving the needs of the community is the philosophy at American University of Beirut’s Olayan School of Business in Lebanon, which has about 55 faculty members, 1,000 undergraduate students, and 200 graduate students. Steve Harvey, the Olayan School’s dean, has been working with faculty members to determine what strategic direction the school can take to maximize its positive impact on businesses in Lebanon.

Part of that strategy will be to focus on the school’s strengths in entrepreneurship, family business, analytics, and gender and equity in the workplace—all areas of increasing importance to Middle Eastern businesses. Another part will be to experiment more with blended and online formats, as a way to attract a more globally diverse student body.

“I know I have to make it clear that we’re developing a common vision together. It needs to be a vision that makes sense to me, to our professors and students, to our advisory board, and to the community in which we work. It also needs to reflect our hope to make an impact on the world of business and business literature,” says Harvey. “Rather than tell people, ‘This is where we’re going,’ I want us to take a look at new possibilities together.”

The UCA College of Business has a similar region-based mission. As a mid-sized college with 55 full-time faculty, 1,700 undergraduate students, and 100 graduate students, the school directs its efforts to strengthening partnerships with regional employers and tailoring its programs to meet their needs. The school is located in a suburb of Arkansas’ capital city of Little Rock, a hub for tech-orient-

ed companies that specialize in areas such as data analytics and digital marketing. For that reason, many of the school’s programs also have a clear tech focus.

Arkansas also has a thriving logistics industry, and the college has responded by opening a research center in logistics and hiring a new faculty member with a

and coordinate center activities as part of their service obligations to the school.

Likewise, UCA focuses any new degree program on regional needs. At a recent meeting between its management information systems (MIS) department and representatives from 16 regional employers, MIS faculty learned that while



background in logistics and supply chain management. Both moves are to prepare the school to offer a new major in the subject. The college operates three other centers dedicated to region-specific topics, including regional economics, small business advancement, and insurance and risk management. The centers help the school build partnerships with local business, identify topics to integrate into the curriculum, and maximize the impact of its research.

“Resources are always constrained, particularly in a small school like ours, so we use each of our centers as a pass-through point,” says Hargis. “This helps ensure that we’re conducting research that has an impact on our classrooms and creating innovative experiences for our students.” The school does not employ full-time center directors, but asks faculty to serve as points of contact

Arkansas-based companies could find traditional programmers and business analysts, they were having trouble hiring candidates with skills in both areas. That led to UCA’s launch of an undergraduate major in information systems, in which students learn a combination of information systems and computer science skills.

The UCA College of Business plans to further strengthen its regional ties through its recent launch of Arkansas Conductor, a private-public partnership designed to involve the business community more fully in activities such as a new venture competition, a hackathon, a mentorship network, and internships. A website, www.arconductor.org, serves as an online hub to drive these connections. Sponsored by the university, Arkansas Conductor is meant to spark engagement among students, faculty, and the business community.

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DUSYA VERA

**ASSOCIATE PROFESSOR OF
MANAGEMENT**

"Leadership is about making a positive difference around us — in particular, in the people around us. A leader develops others so that everyone grows professionally and personally, and the company is better off as a result. A key measure of a good leader is how much team members learn while working with this leader. I also remind our students that leadership is not only about developing competencies but also deepening their character."



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“Smaller business schools must have a centrality of purpose,” Hargis says. “Because the vast majority of our students will end up working in the region, our location drives the relevance of our programs.”

ADOPT INCREMENTAL INNOVATION

Small business schools that innovate successfully have learned another important lesson: Large innovation doesn't necessarily have to happen in one fell swoop. Rather, it can be built incrementally, often from smaller successful programs that already exist.

For example, in 2013, ESPAE started a one-day program event called “Science and Technology Day,” during which EMBA students visited ESPOL's science and engineering research centers and labs. The goal was threefold: to strengthen links between the business school and other departments, to expose students to university innovations, and to make the program more interdisciplinary.

Science and Technology Day offered valuable experiential learning to students, but its impact on the greater community was limited, says Rodríguez.

For that reason, the school wanted to integrate the experience into the curriculum in a more structured way.

Starting this September, the one-day event will be expanded into a full practicum called “Business Opportunities in Science and Technology.” Students will start the practicum in a first-year entrepreneurship course, when they will make their center visits. Soon after, they will attend a boot camp alongside researchers from the centers and local firms who have ideas ready for commercialization. In their second year, students will work with those researchers to take those ideas to market.

In effect, ESPAE will parlay a one-day event into a long-term technology transfer and commercialization initiative that promises to have measurable impact on the entire region. Science and Technology Day also inspired the school to add a minor in innovation to its EMBA program in December 2016.

A similar progression occurred at UCA, which recently added an innovation and entrepreneurship major that grew from existing coursework. “Three years before we added the major, we added a new venture creation course,” says

Hargis. “When we saw how students gravitated toward that, we added a product development course. We had pieces of the major already in place before we invested in faculty and space.”

When schools focus on incremental innovation of existing programs—rather than full-scale transformations or shifts in direction—it can take much of the pressure off the budget, as well as off faculty and staff who do not need to think of the “next huge thing,” says Hargis. “For us, it's nice to focus on achieving sustained, continuous improvement over time, rather than trying for the moon shot. In today's higher education environment, schools don't necessarily have to aim for discontinuous innovation where they're always trying something transformational and new.”

CROWDSOURCE INNOVATION

When Sylvia Maxfield became dean of the Providence College School of Business in Rhode Island in 2012, she wanted to set up a self-sustaining program that would improve students' experiences in the classroom. She and the school's faculty decided that the best way to do so was to “see the impact of faculty's teaching through their students' eyes,” Maxfield says. That realization inspired the creation of the Innovation Fellows program in 2013. Faculty at the school view the program as a way to crowdsource new ideas for teaching.

Here's how it works: Students can approach their professors with ideas for innovations to improve their courses. If professors like the ideas, they can apply to select these students as Innovation Fellows. Once selected as fellows, students spend the next year helping faculty implement those suggestions. Every year, the school chooses up to five Innovation Fellows, who each receive a modest stipend of US\$500 as well as compelling experience to add to their résumés.

So far, Innovation Fellows have helped faculty implement a range of new approaches, such as integrating game





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play into the syllabus, devising a completely new set of teaching materials, and embedding a national case competition into a marketing course. Any new multimedia tools created by faculty and their fellows are added to a shared “teaching toolkit,” which other faculty can use to supplement their own teaching.

This year, Maxfield worked with her own Innovation Fellow, who had suggested that students might not be able to relate to cases Maxfield had been using in her business ethics class. Together, they compiled a list of popular books and movies with ethical dilemmas in the storylines, specifically including works that resonate with today’s undergraduates.

For example, Maxfield now draws upon the Pixar movie “Monsters Inc.” to analyze ethical dilemmas. “We use the movie to explore philosophical questions. I’ll ask students to identify which character uses a utilitarian framework and which character uses a justice framework,” says Maxfield. “For this assignment, we’ll be talking less about applied business ethics and more about providing a way for students to identify different moral reasoning frameworks we have talked about in class.”

Bringing students into the curriculum design process provides a valuable—and affordable—kind of “free labor,” says Maxwell. The fellows help faculty who might be struggling in the classroom curate new materials, design new assignments, or come up with completely new approaches to teaching. “This is a way for students to take ownership of their

learning experiences,” Maxwell emphasizes. “Instead of students telling us, ‘I don’t like that professor’s teaching style’ or ‘I didn’t learn anything in that course,’ they can channel that energy into helping that faculty member improve the course for future students. We’ve flipped the coaching model so that our students essentially coach our faculty.”

REALLOCATE RESOURCES

It might seem that adding a new major or program would require hiring new faculty or designing additional courses, but UCA added its innovation and entrepreneurship major, mentioned earlier, by adjusting the timing and organization of existing courses. “In most cases, the same faculty members are teaching courses we already were offering—we have just packaged things differently,” Hargis explains. “In some cases, we’ve looked for overlap and found ways to create one class out of two, or we can see from student enrollments that we can offer a course in the fall or spring only, rather than every semester.”

When Menlo College wanted to add a mandatory internship requirement for all of its students, its administrators’ first challenge was to determine how to pay someone to coordinate the program. They were able to add the comprehensive requirement by reallocating resources that had been previously directed to its career placement office. That involved reassigning one staff member and changing the office’s focus from finding job placements for seniors

to helping students find internships the summer after their junior years.

That move turned out to have unintended beneficial consequences, says Moran. “As a result of the internships, most of our students now graduate with at least one job offer in hand. Some even enter their senior year with jobs as a result of their internships.” In many ways, the internship program has turned out to be a more effective job placement service than what Menlo had before, Moran says.

The mandatory internships now are integral to Menlo’s brand. “It has become an effective tool for recruiting new students,” says Moran. “When students come back senior year, after they’ve finished their summer internships, they have a different perspective on what a business degree is all about. They’ve just spent eight weeks at real businesses doing real business work.”

CELEBRATE SUCCESSES

One of the most effective ways to encourage innovation in a small-school environment—or in any organization—is possibly also the least expensive: Offer public opportunities for faculty and students to share their best ideas.

For instance, the Providence College School of Business requires its Innovation Fellows to submit a poster to an annual, campuswide event designed by Providence College to showcase research collaborations between students and faculty. The fellows’ posters describe their pedagogical collaborations with their professors.

UCA asks faculty to highlight their innovations in teaching, research, and service during their annual reviews. Then, at the start of the school year they are encouraged to share those ideas with their colleagues during the faculty’s annual kickoff event. Hargis points to a finance faculty member who recently began working with the retailer Target for her class. The company is supplying real-world cases for students to work on as part of an in-class case competition. At the time, she was the only professor

to integrate experiential learning into her course via a competition. She shared her approach with other faculty, and today professors in information systems and accounting are doing the same.

“We make sure to celebrate success,” says Hargis. “We’ve found that facilitating discussion around innovation has really increased people’s willingness to try new things and reduced the perceived barriers to innovation.”

MAKE SPACE FOR INNOVATION

Small schools only have so much room in their course portfolios for new elective courses. But smaller schools can encourage faculty to integrate specialized learning experiences into their teaching more creatively, via extracurricular and co-curricular experiences.

“Everyone will be happier if we don’t create a whole lot of new courses, because faculty won’t have a lot of different preparations to make,” says Maxfield of Providence College. “This works especially well on a vibrant liberal arts campus, where students can explore other topics of interest by taking courses in other departments. As a small school, we can’t have an elective that only enrolls ten students, but we can start a speaker series or plan a field trip or arrange for other experiential learning opportunities.”

She emphasizes that it can be especially critical for small schools to formally build innovation into their programs and structure—that’s why her business school established a chair position to oversee the teaching of inno-

vation. Funded by a modest endowment, the chair holder mentors Innovation Fellows and oversees an annual national Best Paper award for papers describing innovations in business education.

“We wanted to promote the idea that there’s always room to innovate in business education and to shine attention on the fact that this was something we care about,” says Maxfield.

Maxfield and her fellow deans agree that, when it comes to achieving large-scale innovation, the capacity of small business schools is often underestimated—sometimes by small business schools themselves. But when administrators and faculty are willing to look at their strategies a little differently, they can make innovation an essential part of their small-school brands. 



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POLISH, PRACTICE, PREPARE

BY AMY JO CARPENTER



(Above) A student prepares for a job interview by checking out a suit from TTU's Business Professional Clothes Closet. (Below) At the annual Etiquette Dinner, students interact with school benefactors and potential employers.

A professional development program at Tennessee Tech's College of Business readies students to succeed in every aspect of their careers.

IN 2002, I ATTENDED a scholarship dinner for undergraduates at Tennessee Tech's College of Business in Cookeville. This annual event allows the college to recognize and thank donors, but it's also a chance for students to meet the very people who have made it possible for them to attend college. Unfortunately, at the dinner I attended, few students took advantage of that chance. Many of them didn't have training in how to dress, how to interact, or how to present themselves to potential future employers. Most students talked only to people they knew, without networking with any of the donors. That was a lost opportunity for all in attendance.

Not long afterward, the dean at the time raised the idea of starting a success center for business students. His goal was to provide not only a one-stop advisory center, but also a place that could offer professional development training. At that time, the only option for business students who wanted such training was to turn to a small career services department that served the whole university.

The need to provide professional development was highlighted by the responses to a survey that had been sent to alumni from the past ten years, asking what they had *not* gotten from their college experiences. Overwhelmingly, both undergraduate and graduate students informed us that while they had felt academically prepared to start their careers at graduation, they had not developed the professional polish and business etiquette they needed for the workplace.

The dean realized that, as a business school, we had an obligation to teach our students more than how to read financial reports and devise marketing plans;

we had to show them how to function socially and navigate professionally in the business world. Shortly after that, the Student to Career (S2C) program was born, and I was asked to lead it. While it had modest beginnings, it has grown to encompass an ambitious series of events and services designed to teach students how to be professional in every sense of the word.

DRESSED FOR SUCCESS

In 2005, I organized my first S2C event: a bus trip called Ticket to Ride, which took business students to the Nashville Career Fair. At the time, I was working out of a cubicle with the aid of one work-study student. Together, we spent six weeks prepping students on all aspects of attending the career fair: writing résumés, researching potential employers, dressing for the event, preparing for interviews, talking with prospective employers at the fair, and following up afterward.

While a few of our students secured interviews or internship opportunities on that first Ticket to Ride, it was apparent that most of them needed much more help to create a professional appearance. For instance, some students couldn't adequately dress for interviews because they simply didn't own the proper clothing. Therefore, in 2008, we launched the Business Professional Clothes Closet and filled it with donated items that students could check out like library books.

Today the Clothes Closet is still an essential part of the S2C program. We stock suits for men and women, as well as every imaginable accessory—everything but Spanx and underpants. There's no

specific time limit on how long students can keep items, but they are required to have the clothing dry cleaned before they return it. To make that simpler, we partnered with an alum who owns a dry cleaning establishment and who can offer a Tennessee Tech University discount on dry cleaning and alteration services.

Over the years, the closet has grown from a small cubbyhole with hangers hung over lead pipes to a new location that used to be a storage closet. When we first opened the Clothes Closet, about 15 students per semester utilized it. Today that number is about 200 per semester. I estimate that, in any given year, between 40 percent and 60 percent of COB students take advantage of the resource.

The closet is stocked by an ongoing stream of donations, even though I only made a single appeal for gifts when I sent a postcard to alumni asking for interview-appropriate clothing. That was back in 2008. Since then, word has continued to spread through donors, stakeholders, and the business community. I've received entire wardrobes from people with no direct affiliation with the school; the director of our advancement foundation has received donations earmarked for S2C that enable me to purchase items in very large or very small sizes that I don't have on hand. My staff keeps track of every shoe, belt, and tie we receive, so the advancement department can write letters to the donors that they can use for tax purposes.

I have found that students who rely heavily on the closet are the first to donate once they graduate and get jobs. They're also more likely to come back to be speakers or to participate in our other events, and they're more likely to donate scholarship money.

The Clothes Closet has helped the College of Business institute a culture of expectation, because incoming students quickly see how they are expected to dress. They understand that they need a suit, just like they need a laptop. They understand that we are grooming them to succeed in the business world.

PRACTICE MAKES PROFESSIONALS

Soon after we launched the Clothes Closet, we began looking for more opportunities to allow our students to socialize and network in professional environments. For instance, a few years ago, the director of our advancement department invited a small number of students to attend the College of Business Board of Trustees (COBBOT) Foundation Celebration Dinner so they could hear a celebrity speaker and meet with stakeholders. Today, up to 200 business students can attend these annual dinners, depending on budget and venue. Students who are interested can register to attend, and my staff and I hold workshops with them before the event to prepare them for the opportunity.

We also decided to host our own event to give students additional chances to practice networking and table manners, and in 2009 we launched the Etiquette Dinner. The first event was relatively small, drawing only 25 students and one corporate sponsor, but over the years it has grown in both size and significance. Today, it draws more than 200 students and 100 business professionals, and it has become a signature event for the College of Business. Not only does the Etiquette Dinner give students a chance to practice their networking skills, it gives the college a way to forge deeper connections with community leaders, alumni, faculty, staff, and the administration. It also

I WANT STUDENTS TO START THINKING ABOUT THEIR TRANSFERRABLE SKILLS.

offers an opportunity for prospective donors and employers to interact with TTU students.

Any business leaders who want to come to the dinner first must be vetted by my staff; once they've been approved, they can attend at no cost, because

the dinner is funded by COBBOT and private donors. Both undergraduates and grad students are welcome, but they must pay a US\$10 fee. This fee, along with the extensive workshop and professional development training they receive for the event, gets them invested in the experience and makes it less likely they will cancel at the last minute.

This is an important consideration, because the seating arrangements are so intricate. I painstakingly match attending students with business leaders who might have similar backgrounds. For instance, I might seat students from a small county in Tennessee with an extremely successful professional alum from the same county so students can see what kind of success is possible for people who might have started out just like them. Like other aspects of the dinner, the table pairings are designed to foster confidence in students and show them the path toward becoming professionals.

EVENT PREP

Because the Etiquette Dinner is such an important event for the College of Business, it has sparked a series of changes to the S2C program. Many of these changes are interrelated, and most are designed to support or enhance the banquet:

Brand packages: I always survey employers to ask which candidates they choose for interviews and why. I learned that, even when they liked candidates in person, employers tended not to invite them for interviews until they had done a Google check to see how the students presented themselves on social media.

Therefore, in 2013, I started requiring students to develop their own individual online "brand packages."

My goal is to make sure students know how to present themselves accurately and effectively in person, on paper—and online. Each brand package must consist of a professional photo, a résumé, and a bio or LinkedIn profile, and each package must be uploaded to the S2C

website before students can register for the Etiquette Dinner. To help students put together their brand packages, we hold workshops on writing résumés and creating LinkedIn profiles in the weeks leading up to the banquet.

Photo Booth: We also make it easy—and free—for students to obtain a professional photograph of themselves. We hire the school photographer to come to the student lounge for two hours once every semester, a few weeks before our biggest events. He tapes butcher paper over the wall and sets up the proper lighting; my staff and I provide items from the Clothes Closet. We can serve more than 150 people in 120 minutes. While the \$100 cost for the two hours comes out of my budget, I make Photo Booth available to the entire university, and it's become extremely popular with students, staff, and faculty.

I'm convinced that a professional photograph is a key component of the job search. Employers, interviewers, recruiters, and professional business guests all say they consider the photos when they're looking at applicants. I also believe that when students sit for photos and include the portraits in their profiles, they take ownership of their personal brands both on- and offline.

Let's Talk About You: At this event, students who are new to S2C bring in their résumés and are paired with "shepherding" students who have more experience with networking and interviewing. The shepherds read the résumés and interview their partner students, then introduce them to someone else in the room; this process helps uncover any gaps that exist in the information students are presenting about themselves, both on paper and in person. We also host a networking night and invite local professionals to come in so students can practice talking about themselves.

Such activities are important because most jobs require applicants to have about three years of experience, and my students tend to think they don't have any work history that qualifies.



Twice a year, S2C hires the school photographer to come to the student lounge and take photos that students can use with their social media profiles and individual “brand packages.”

I want them to start thinking about their transferrable skills. If a young man has owned a lawn-mowing business since he was 14, he’s had to learn accounting, management, marketing, upkeep of equipment—everything. I ask students, “What do you have to bring to the table, and how can you talk about it?” I tell them, “If you’ve sold food to the American public or helped them buy shoes, you can work for anybody.”

Dining etiquette workshop: At this event, students get a chance to practice everything from pulling out a chair to holding a napkin to dishing out salad dressing. We provide fun food like donuts, cheese, and brownies so they can learn to cut things into bite-sized pieces and practice conversation as they pass the bread. Held shortly before the Etiquette Dinner, this workshop gives students the final preparation they need to successfully network at the event.

As these activities indicate, S2C is not a career services center or a placement office; it is a professional training

course. In fact, I hand out business cards that include the motto “polish, practice, prepare” because that is what every one of our activities is designed to help students do.

MORE UPGRADES

The S2C program continues to evolve every year—in part because, after every event, I survey all attendees to find out how to improve the next one. For instance, a couple of years ago, students began asking for a chance to meet business leaders seated at tables other than their own. So, I started asking our professional attendees to upload their own information to the S2C website before the banquet. Now, students are able to research who will be at the dinner, and I allow them to choose different business leaders to sit with during the dessert portion of the evening.

All of these uploads have been made possible because our website has matured and grown along with our program. At the beginning, the site was just a place where students could register for events

or make appointments to meet with me. Once we launched the Clothes Closet, we needed a page where students could make appointments to try on clothes; we also created a page where benefactors could submit donation forms and arrange for pickup. Next we began posting photographs from each event to encourage more students to attend, then we added the section for attendees to post profiles in advance of the Etiquette Dinner. Finally, we added a resource tab that provides students with a wealth of information on topics related to personal branding and professional development.

Over the years, our physical space has changed just as much as our digital space. After years of being situated in small offices all over the business building, S2C now is housed in one large room, with my office and the Clothes Closet nearby on the same floor. I’m hopeful that in the future the S2C program will be funded by a professional development fee added to tuition, which would give me a predictable budget to work with every year.



Students practice their networking skills at informal workshops (above) and formal Etiquette Dinners (below).

But I think the biggest change in the S2C program has been the staff, which today includes one graduate assistant and four student interns who work between five to 29 hours a week. The internships are made possible through donor support. This small group of students serves our entire student body by managing marketing, social media, and workshops; handling student appointments; administering the Clothes Closet; and coordinating and executing events. They also assist with elements of the professional development classes I teach via the English department—one for students across the university, and a new one solely for business students.

To me, the “student” part of “Student to Career” is the special sauce that makes the whole program work. I am inspired every day as I watch individuals blossom from being business students to being business professionals, and I have seen a number of students utterly transformed by the S2C program. One was homeschooled all her life until she arrived at TTU. She attended all the S2C workshops and completed a demanding double major; now she and her husband own and operate a five-star hotel in Cambodia. Another student completely changed the direction of her life after she attended every S2C workshop and event. She became a student leader in

several organizations, landed an amazing internship with our PBS station, and will graduate with a job.

While the S2C program is optional, 75 percent of our students participate. I believe it has been so successful because it has had the support of donors, administrators, faculty, and staff at every step of the way. Our current dean, Thomas Payne, has been particularly enthusiastic about S2C, calling its activities central to our mission. He believes that donors make financial commitments to the program for three reasons: It makes a difference in the lives of students; it achieves results; and its activities bring together students, business leaders, alumni, and campus decision makers.

Julie Galloway, the director of our College of Business Student Success Center, says S2C is a game-changer for our students, because it gives them a chance to meet people who share their goals. In addition, she says, “The program serves as a bridge between generations, because when they sit together at meals or chat during networking events, they learn from each other, develop a better understanding of their unique characteristics, and find common ground.”

I often think back to the first Ticket to Ride bus trip I took with a couple dozen unprepared students. Fifteen years later, when Tennessee Tech business students attend career fairs, they arrive in groups of more than 200. They know how to dress, how to network, how to talk about themselves, and how to take advantage of every opportunity. They are ready to make the leap from being students to being business professionals—and to help the next generation of students make the same transition. ■

Amy Jo Carpenter is associate director for professional development at the College of Business at Tennessee Technological University in Cookeville.

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Immigrants Welcome Here

STUDENTS USE SOCIAL MEDIA AND FACE-TO-FACE ACTIVITIES TO INTEGRATE COMMUNITIES

AS IMMIGRANTS FROM WAR-TORN COUNTRIES cross borders to seek asylum, other nations are struggling to find ways to take them in. For instance, in 2015, Finland—a country with only 5.5 million citizens—received over 30,000 asylum applicants from places such as Afghanistan and Iraq. What can business schools and their students do to help these refugees feel welcome?

At the Turku School of Economics in Finland, that was only one question on the minds of professors Joni Salminen and Ulla Hakala, who were teaching a strategic brand management class with visiting

professor Stuart Roper of the University of Bradford in the U.K. They also asked students to examine other questions: Can ISIS and ISIL be considered brands? If so, what can communities do to prevent those brands from gaining exposure?

They decided to participate in the Facebook Global Digital Challenge, which was dedicated to countering extremism through digital and social media, particularly in young peer-to-peer groups. The 49 students in the class—who included mostly Finns, as well as some international exchange students—settled on creating a campaign called Choose Your Future, which would be designed to welcome refugees to the Turku area.

Says Hakala, “The year of 2015 was, from many perspectives, a ‘different’ year, because of the huge migration of asylum seekers to Europe. Our idea was to approach them with a welcoming message and help them integrate into our society.”

The campaign consisted of multiple parts: a mobile app, a series of events designed to bring residents and immigrants together, and a Facebook page that created more interactions between the two groups. Students were divided into ten teams that each took responsibility for some portion of the tasks, such as generating publicity or administering the whole campaign and making sure deadlines were met.

The app, About Turku, provided information about the city in three languages—English, Arabic, and Somali—with translations done by professionals, who were paid a small fee. The city of Turku helped fund the app.

The students launched their campaign with a one-day event called United by Football. About 40 asylum seekers, local students, and international students formed teams to play friendly soccer games in downtown Turku. While the Choose Your Future group did not organize additional games, some of the

participants continued playing together afterward.

Another key event was an international restaurant day called United by Food, where refugees prepared food to be sold to the locals. “Food unites all people, and as the asylum seekers pre-

The project offered students a chance to change public opinion about refugees.

pared food typical to their cultures, they had a chance—at least for a moment—to feel at home and appreciated,” says Hakala. As part of that goal, profits were donated to the Finnish Red Cross to be used for providing leisure activities at the reception centers.

The city of Turku provided a small subsidy to support United by Food, which was held outside on the banks of the Aurajoki River. Students also negotiated with local entrepreneurs to get their support, says Susanna Lahtinen, who was a student in the class. For instance, a restaurant provided space for the cooks to work, a retailer donated kitchen utensils, and a local bus company provided transportation.

Students from the class worked with refugees to organize the entire event, from planning to execution. About 20 asylum seekers did the cooking, and another 200 attended the event, along with about 800 residents. “We were expecting 500 to 700 people, and we were prepared for sharing the remaining food with the organizers,” says Lahtinen. “In fact, we sold out of the food in just a few hours.”

Both activities were heavily promoted through social media, including Facebook, Instagram, and Twitter. Students used Facebook advertising to reach certain groups, and local media also offered extensive coverage. “We were lucky to attract various asylum seekers

to work with us on a voluntary basis, and they translated our posts and materials to Arabic,” says Lahtinen. “We also visited reception centers to describe our campaign to residents, and they helped share our message.”

Once the campaign ended, students conducted an online survey to learn how the Finnish people felt about the refugee situation. Eighty-eight percent of respondents felt more should be done to help asylum seekers integrate into society; 67 percent were relatively or very interested in organizing events for immigrants; and 58 percent felt that an initiative such as Choose Your Future could help change negative assumptions about refugees.

The campaign has had an impact in other ways as well. It won first prize in the International Facebook Global Digital Challenge competition in February 2016. In addition, six students from the class, including Lahtinen, have turned

the initial campaign into a company also called Choose Your Future.

“We expanded our target market from asylum seekers to anyone who is integrating into a new society—refugees, students, ex-pats, and domestic and international migrants,” says Lahtinen, who is CEO. The app, renamed My Mobile Mentor, has been redesigned and now allows users to create and find events, as well as send messages.

The project offered students the opportunity to make a difference in the current crisis by changing public opinion about refugees, says Hakala, and the professors hope to do similar initiatives in future iterations of the class. “Our example,” she adds, “shows that doing good can do good for you and other people.”

▶ **A video about United by Food is available at www.youtube.com/watch?v=Qx9oe3mxNNk, and a video about United by Football is at www.youtube.com/watch?v=i-BgllXMZZM. For more information about the company, visit chooseyourfuture.fi.**

CULTURAL OUTREACH

Other schools also are reaching out to refugees with programs designed to welcome them to the community—and help them earn extra income.

For instance, at Becker College in Worcester, Massachusetts, a team of about 20 undergraduates has launched an initiative aimed at refugees who are artists. The goal is to help these artists develop long-term business plans for selling the art, clothing, and cultural items they continue to make after they have relocated to the U.S. The students are enrolled in a social business course available through the college's Yunus Social Business Centre, which teaches students to work toward creating solutions to real-world problems. The course was developed by Debra Pallatto-Fontaine, executive director for global initiatives at Becker College.

The college also is establishing new collaborative partnerships with local organizations to provide additional assistance. For instance, in March Becker College partnered with Refugee Artisans of Worcester to host “A Celebration of Indigenous Craft and Social Business.”

More information about the event, as well as other work at the Yunus Centre, can be found at yunuscentre.becker.edu/.

Why Hire a Research Mentor?



PRACTITIONER FACULTY make up a growing percentage of business school professors, especially as business schools realize the value of integrating a practitioner’s real-world perspectives into their programs. But it can be far more difficult for schools to find professors of practice who also are willing to publish—that is, to become scholarly practitioners.

In 2014, Craig van Slyke, dean of the Franke College of Business at Northern Arizona University (NAU) in Flagstaff, wanted to encourage more of his school’s instructional practitioners to become scholarly practitioners—particularly in face of new accreditation requirements. So, he created a new position for someone whose sole duty would be to train these professors in what it takes to publish research.

He approached colleague Carol Stoak Saunders, who he thought had just the right qualifications for the job. Saunders had been an associate director of research at the Center for MIS Studies at the University of Oklahoma in Norman and had a long history of interdisciplinary scholarship. At the time van Slyke approached her, Saunders was a professor of management at the University of Central Florida in Orlando. “I was ready for a change,” says Saunders. “He saw a problem in getting non-tenure-track faculty to make scholarly contributions, and he thought I could help solve it.”

Saunders began her three-year contract as the Franke College’s Research Professor in 2015. Saunders lives in Florida in the spring, but spends the summer and fall semesters in Flagstaff. She communicates with faculty even when she is not on campus. She works with tenured and tenure-track faculty who want her feedback, but her primary responsibility is to familiarize non-tenure-track faculty with the requirements

and strategies for academic publication.

Saunders trains non-tenure-track faculty on how to choose and develop an idea, where and how to submit articles, what to do after receiving a “revise and resubmit” request, and how to handle negative feedback from the review process. Last year, she worked with faculty on submitting requests to the Institutional Review Board for Protection of Human Subjects (IRB).

Why is having a research mentor important? “Many non-tenure-track faculty think that they have to use advanced statistics and elaborate research designs to be published. They think the research process is so cumbersome that they won’t be able to navigate it successfully,” says Saunders. “I’m here to show them that this process isn’t so bad.”

Saunders often encourages practice academics to start by writing teaching cases. “They can translate their experience into something that can be used directly in their classes,” says Saunders. Alternatively, she urges them to write papers for practitioner journals, which are keenly interested in applicability of practices and ideas.

In July, Saunders will offer a five-day workshop called “Get Published!” The workshop has space for up to 25 non-tenure-track faculty—not only those from Franke, but from other schools.

“The first morning will be designed around the theme, ‘Yes, you can do this!’” says Saunders. Van Slyke will speak to the group about the importance of research to the business school, including research published in practitioner journals. A professor of practice will share his firsthand experience—within his first year at NAU, he wrote several teaching cases, presented one at a regional conference, and had the case he presented accepted for publication. A past president of the National Associ-

ation of Case Researchers will spend a day and a half conducting a segment on writing and publishing teaching cases.

During the second half of the workshop, participants will learn about different types of publications and ways to get published, as well as how to collaborate with co-authors. Eventually, Saunders hopes these non-tenure-track faculty will collaborate with their scholarly academic colleagues, who not only benefit from a practitioner’s input, but also expose the instructional practitioners to strategies for conducting and publishing their research.

In addition to designing and delivering her workshops, Saunders has worked with several professors as they prepared papers and helped others make the transition from instructional practitioner to scholarly practitioner.

As the end of her contract approaches, the school is recruiting to fill a research chair position. The new chair’s responsibilities will include not only teaching and conducting research, but also mentoring colleagues.

“It’s a good sign that the school is now going to institutionalize what I’m doing,” says Saunders. “It is getting harder and harder to publish, and it can be difficult to learn the ropes of the academic publishing business. Good scholarship is something both tenure-track and non-tenure-track faculty need to learn.”

► **More information about the “Get Published!” workshop is available at franke.nau.edu/get-published.**

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Recruiting Differently

AS BUSINESSES SEEK to hire workers who think more creatively, it makes sense that business schools should recruit MBA candidates who do the same. How can business schools attract these creative and socially minded individuals, who have the traits today's employers want but who might not be thinking about going to business school? This spring, the Weatherhead School of Management at Case Western Reserve University in Cleveland, Ohio, piloted a recruitment plan called Create Change, designed to draw just these types of candidates to its full-time MBA.

The idea for the pilot was sparked last summer as a recruitment team discussed the question, "Who is our ideal atypical MBA candidate?" Says Youngjin Yoo, professor of entrepreneurship, design, and innovation: "We were looking for creative people who might see our school's name come up in a Google search, but think, 'I would never apply to business school.'"

Create Change began with a webpage calling for applications from candidates with at least five years of work experience, preferably in creative fields. Weatherhead's admissions staff also promoted the program to participants of service programs such as City Year and Teach for America, members of the Industrial Designers Society of America, and GRE test takers. Applicants demonstrated their creativity by submitting not only essays, but also videos and even a podcast. The GMAT was not required.

Of the 35 who applied, 27 were asked to campus to take part in an expanded two-day "interview," during which they worked in teams of three to tackle a business challenge on "the future of waste." Of the 27, only eight had already gone through the traditional application process. Among the others were a graphic designer, a costume designer, and a sociologist.

Teams spent ten hours on the challenge before presenting their solutions to 18 corporate representatives. They also met with faculty, alumni, and executives and had one-on-one interviews with admission staff.

"A typical interview might be 30 or 45 minutes," says Deborah Bibb, assistant dean of admissions. "This activity allowed us to see their analytical and presentation skills, their ability to collaborate on a team, and their ability to make connections with employers." It also allowed the applicants to get a taste of what it would be like to be in the MBA program.

Bibb expects that 15 of the applicants will be accepted. Those who enroll will help Weatherhead create an MBA class even more in line with its focus on design thinking and entrepreneurship, says Fred Collopy, vice dean and professor of design and innovation. He adds that the school's ideal class will be a roughly equal mix of people with interests in design, sustainability, and traditional business.

"People with creative backgrounds bring a lot of energy into our classes," says Collopy. "We want many perspectives to be valued in our MBA program, and that's most likely to happen when we have different people in the room, including people focused on social issues."

Bibb echoes this sentiment, pointing out that when it comes to reaching nontraditional MBA candidates, business schools will have to adjust their messages. "This event gave us the chance to show these candidates that we're not about just doing business for business' sake, but about doing business purposefully to make an impact. That resonated with them."

tools of the trade

AI AIDES


AdmitHub, an edtech startup that builds conversational artificial intelligence to guide students to and through college, has raised US\$2.95 million in seed funding. AdmitHub's virtual assistants use chat functions to interact with students.

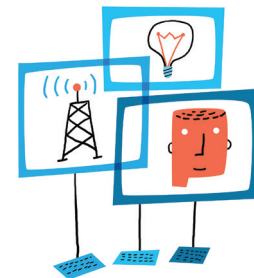
The company recently collaborated with Georgia State University in Atlanta to deploy a virtual assistant designed to reduce "summer melt"—that is, the portion of students who accept offers of admission but do not show up for fall enrollment. Half of the university's incoming students received GSU's standard emails and snail mail communications. Those in the AdmitHub group interacted with the virtual assistant—named Pounce after the school mascot—to receive text reminders, relevant information, surveys, and answers to their questions. The result? The experimental group experienced a 21.4 percent lower summer melt rate when compared to the control group.

"Over the course of four months, Pounce exchanged nearly 200,000 messages with 3,100 students in response to questions ranging from 'When is my tuition due?' to 'Can I bring my salamander to the dorm?'" says Scott Burke, assistant vice president of undergraduate admissions at Georgia State.

The students most likely to use the AI assistant were first-generation students and those receiving federal Pell Grants. Visit college.admithub.com.

TEXT AND VIDEO

A company called **ZeeMee** has introduced another tool that can help schools address summer melt—a video text messaging feature that schools can use to send reminders to college-bound students, letting them know they need to complete upcoming tasks in the application process. Part of ZeeMee's app provides students with a platform to tell their stories to schools in visual formats, and now the ZeeMee Dashboard allows colleges to share their stories with students. Visit zeemee.com. 





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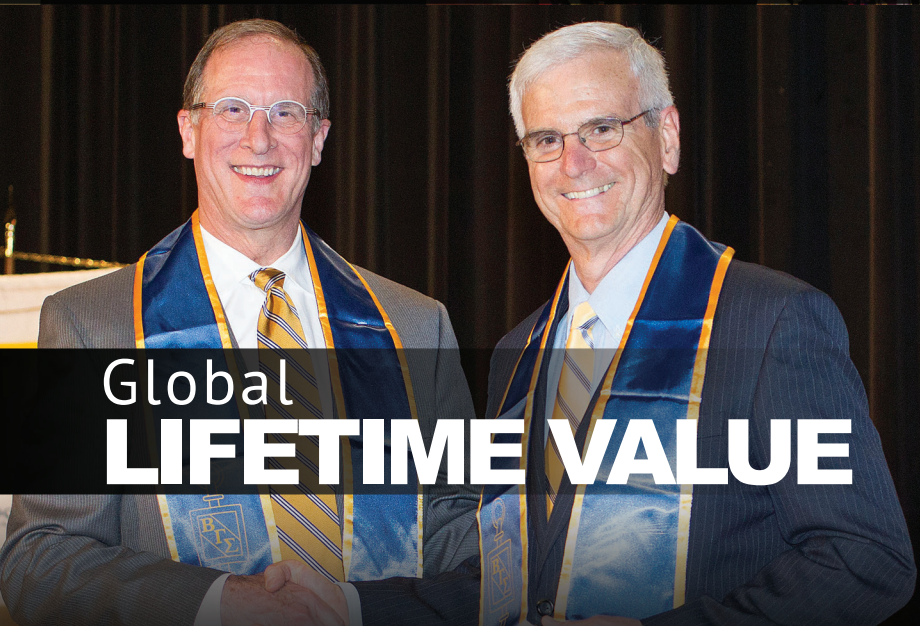


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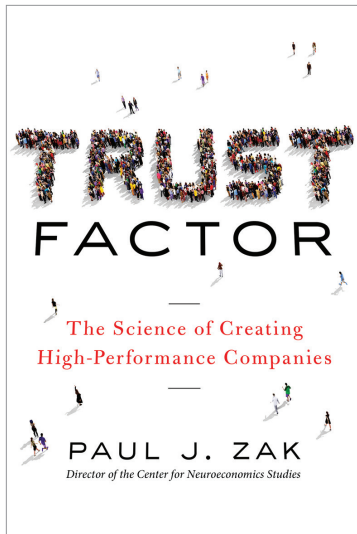
Learn how at betagammasigma.org.



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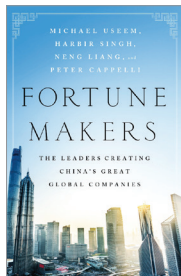
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TRUST FACTOR

“Employees in high-trust organizations are substantially more productive, have more energy at work, stay with their employers longer ... more effectively collaborate with coworkers, suffer less chronic stress, and are happier and healthier,” writes Paul J. Zak of Claremont Graduate University. He has the neuroscience to back up his claims, and he provides fascinating examples of what blood samples show about brain chemistry when trust is high. But he goes farther, demonstrating how organizations can systematically create high-trust cultures that boost employee satisfaction and promote smooth teamwork. He describes eight building blocks of organizational trust, such as celebrating successes and clarifying expectations, and offers suggestions for how to achieve them. “None of the management policies that influence trust are new,” he writes. “What is new is that neuroscience provides a framework to understand how culture impacts intrinsic motivation so that policy changes are not made willy-nilly.” (AMACOM, US\$24)

FORTUNE MAKERS

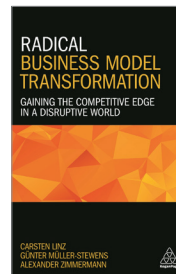


When China first began allowing private enterprise in the late 1970s, the earliest entrepreneurs had no history of capitalism to draw on. They had to learn to run their businesses by trying and failing, by reading voraciously, and by visiting Western enterprises. And they had to do it all in a country that was still hostile to business, where political instability meant that an entrepreneur who was encouraged to launch a private company under one regime might be imprisoned for “disrupting the economic order of socialism” under the next one. Michael Useem, Harbir Singh, and Peter Cappelli of Wharton join with Neng Liang of CEIBS to follow the careers of some of the earliest and most successful Chinese business leaders, including those heading Alibaba and Lenovo. They identify seven distinctive features that characterize the “China Way” of doing business, including an emphasis on continuous improvement, an exceptional commitment to the top leader, and an overriding focus on constant growth. Because these leaders learned to thrive in a volatile market, the authors believe, they have much to teach today’s CEOs at MNCs: “The ways they operate may be better suited for the new global order.” (PublicAffairs, US\$27.99)

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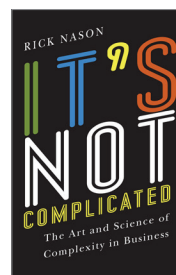
RADICAL BUSINESS MODEL TRANSFORMATION

The century-old business model of building and selling automobiles could be wholly disrupted once Google’s self-driving cars hit the market, offering customers entertainment and convenience options in addition to basic mobility. “Google



has a different mental model understanding of what a car represents,” explain Carsten Linz of SAP and Günter Müller-Stewens and Alexander Zimmermann of the University of St. Gallen. In fact, business models in nearly every sector are poised for disruption as two key trends converge: *digitization*, in which companies merge physical and digital offerings; and *servitization*, in which companies focus on selling integrated products and services. As these forces gain traction, the traditional business model is morphing along two dimensions—inclusiveness (more offerings in more integrated formats) and customization. The authors describe how companies from Apple to Rolls-Royce are changing the game or revamping their classic models, and they warn that companies that don’t adapt are likely to vanish within a decade. They write, “The key criterion for differentiation in the market is no longer better quality or lower prices, but a superior business model.” (Kogan Page, US\$39.95)

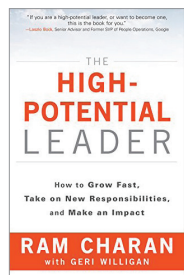
IT'S NOT COMPLICATED



It’s not complicated, it’s *complex*, writes Dalhousie’s Rick Nason, who explains the differences as he describes the growing field of complexity thinking. A complicated problem—say, writing a quarterly accounting report—can be broken into discrete parts and solved with reproducible formulas. But a complex challenge involves an unknown number of steps and is dependent

on constantly changing outside factors. For instance, there is complexity involved in making a winning sales presentation to a valuable client who is also being wooed by competitors. But managers often fail to identify complexity. “The modern business community of consultants, experts, MBAs and media-savvy business leaders has created an expectation and a belief that, if only enough brainpower and critical thinking are applied to any business or economic problem, a perfectly implementable solution will eventually be found,” Nason writes. This view leads to actions that are “counterproductive and ultimately harmful,” he believes. He offers strategies for managing complexity—and identifying it in the workplace. (University of Toronto Press, US\$32.95)

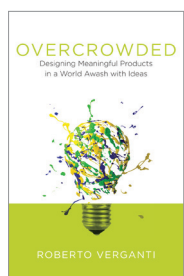
THE HIGH-POTENTIAL LEADER



In today’s tumultuous business climate, high-potential leaders, or “hipos,” are more crucial than ever, so they must be identified and developed as rapidly as possible. According to consultant Ram Charan and writer Geri Willigan, hipos share three characteristics: They imagine on a large scale, they seek advice and input from any source, and they understand the complex ecosystem of

business. They also perfect key skills, such as making the best use of their time in many ways: by delegating, especially to people who are better than they are; by constantly looking for responsibilities they can eliminate; and by customizing their data flow so they always see important information but aren’t bogged down by petty details. “Email is the AK-47 of communications, and it can mow you down if you don’t take defensive measures,” the authors write. They aim much of the book at the hipos themselves, though they reserve the last chapter for advising managers on how to develop these individuals into leaders. That’s essential, they note, because “leadership talent should be seen as a resource to be managed and grown for the organization as a whole.” (Wiley, US\$30)

OVERCROWDED

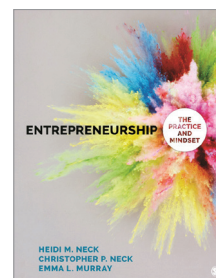


The classic view of innovation is that it is driven by need; innovators seek solutions to existing problems. But when technology and crowdsourcing quickly provide dozens of solutions to almost any problem, Roberto Verganti of Politecnico di Milano thinks innovation should be driven by the search for meaning: What do people love, and why? He points to candles as an example. In the past,

people stocked candles as backup illumination in case of power failures, but ubiquitous smartphones all have flashlight apps that offer better lighting solutions. Yet, sales of candles have

soared in recent years because innovators like Yankee Candle have focused on new meanings for the product: delivering scents and providing a sense of warmth to a house. Verganti believes innovation should be driven from the inside-out—that is, innovators should create new products based on what they themselves love—and honed by critiques from trusted “sparring partners.” Verganti writes, “The best metaphor for describing innovation of meaning is to think of it as a ‘gift’—for both creator and customer. (The MIT Press, US\$32.95)

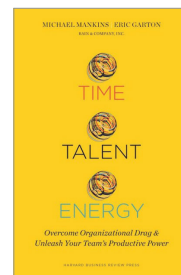
ENTREPRENEURSHIP: THE PRACTICE AND MINDSET



This massive volume from Heidi Neck of Babson College, Christopher Neck of Arizona State, and writer Emma Murray serves as a comprehensive guide to teaching entrepreneurship. The authors reject popular myths about entrepreneurs—for instance, that they possess a special set of personality traits and that they succeed when they follow a precise plan. Instead,

the authors believe entrepreneurship is a life skill that anyone can develop by focusing on the future, cultivating the right mindset, and connecting with an outside network to get feedback. In every chapter, they offer case studies, interviews with successful entrepreneurs, updates on current research, and exercises in which readers imagine they are the entrepreneurs. Above all, they advocate for the advantages of developing an entrepreneurial mindset. They write, “Entrepreneurs are the drivers of positive change...the ones who will ultimately shape the world in which we live.” (Sage Publishing, US\$120)

TIME, TALENT, ENERGY



CEOs closely manage their capital but exercise much less control over the three assets—time, talent, and energy—that matter even more, argue consultants Michael Mankins and Eric Garton of Bain & Company. Take time, for example. “We typically find that 25 percent or more of the typical line supervisor’s time is wasted *just in unnecessary meetings or e-communications*,” the authors

write. To offset this “organizational drag,” they offer several strategies: Be ruthless about setting priorities. Create a fixed time budget in which only so much time is allocated for meetings. Create a protocol for handling emails, which includes limiting the number of people who receive them in the first place. “Workplace productivity is primarily an organizational problem and so requires organizational solutions,” they believe. Time mismanagement is only the first problem their book aims to solve. (Harvard Business Review Press, US\$32) **D**



Google CEO
Sundar Pichai

Business seems to be a next step for Coursera, as it continues to develop its revenue model. Pricing options start at US\$100 per course per person; per-user cost scales down as more employees take more courses. For that cost, employees can earn stackable certificates to demonstrate competencies. At the same time, employers can use on-board analytics to track how many employees enroll in and complete courses, earn certifications, and respond to invitations to pursue training in particular topics.

Recently, Coursera announced an uptick in European firms adopting the platform, including organizations such as Air France KLM, Booking.com, and Telenor. Global cosmetic company L'Oréal is using Coursera for Business as part of its larger development strategy, says Laurent Reich, the company's governance and digital learning director.

"Our goal is to touch 100 percent of L'Oréal's employees every year," says Reich in a Coursera blog post announcing the launch of the training tool. "We aim for 50 percent of an employee's development time to happen through digital or self-directed learning."

■ A second training option new to the market is Google India's Digital Unlocked, which aims to provide India's more than 51 million micro, small, and medium enterprises (MSMEs) access to training in digital technologies.

Digital Unlocked's online training includes a set of 90 free self-paced video tutorials, set in an Indian context, at g.co/digitalunlocked. Certified by Google, the Indian School of Business, and the Federation of Indian Chambers of Commerce in Industry (FICCI), tutorials cover topics such as building a web presence, driving online growth, and reaching customers over mobile and video.

Because so many MSMEs in India do not use the Internet, training will be offered offline, at 5,000 workshops in 40 Indian cities, as well as online and on mobile devices. Face-to-face workshops

Direct Development

GOOGLE, COURSERA TAKE TRAINING DIRECTLY TO ENTERPRISES

AT ONE TIME, educators thought that online education eventually would push traditional face-to-face education out of the market. While few industry watchers believe that conventional universities will disappear, many expect that, as the online market continues to grow, business schools will see a diminishing market for the short-term training options they have to offer.

In just the past year, two giants in educational technology—Coursera and Google—have launched new tools designed to help businesses at all stages provide self-paced employee training. These products could be a sign of things to come in how businesses manage their employee development programs.

■ In August 2016, MOOC platform Coursera launched Coursera for Business, which delivers a portfolio of more than 1,800 MOOCs directly to enterprises. Companies that subscribe to the site as part of enterprisewide learning and development programs can provide their employees access to educational content created by 150 universities on topics such as business, data science, computer science, leadership, technology, and personal development.

While MOOCs themselves are free to the public, Coursera for



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will be delivered in partnership with the FICCI over the next three years.

In conjunction with Digital Unlocked, Google has launched Primer, a free interactive mobile app offering weekly lessons in digital marketing skills. Lessons are delivered in English and Hindi, and Google soon plans to offer versions of the app in the Indian languages of Tamil, Telugu, and Marathi. Google also unveiled another tool for MSMEs called My Business Website, an online website builder, which will be available in English and nine Indian languages.

According to “Impact of Internet and Digitization on SMBs [small and medium businesses] in India,” a joint research study Google has conducted with KPMG, 68 percent of the MSMEs in India currently are not using online tools to run their businesses. The research found that if these businesses increased their use of digital tools, they could increase their contributions to India’s GDP by 10 percent, accounting for up to 48 percent by 2020. It also found that SMBs that are “digitally engaged” see their profits grow twice as fast as those that remain offline.

Tools that make online business training affordable and accessible promise to have significant impact not only on the training market, but also on the larger global economy, according to Google CEO Sundar Pichai. At an event in New Delhi, he called the Internet an “engine of growth” for India.

“Today, anyone can become an entrepreneur, a developer, or a creator, but it is important that they have the right tools and skills to digitize,” Pichai said. “We believe it is important for us to invest in training and equipping these individuals and small businesses to accelerate their journey of growth.”

► For information about these initiatives, visit www.coursera.org/enterprise and digitalunlocked.withgoogle.com.

Recognizing Socially Innovative Schools

Four schools that are leaders in integrating social impact into their programs recently were honored by Ashoka U as 2017 Cordes Innovation Award winners. Ashoka U is an initiative of the Ashoka network of social entrepreneurs; it is dedicated to fostering change and social innovation on campuses worldwide.

In the category of Academic Learning, **Santa Clara University** in California was recognized for its Global Social Benefit Fellowship. The nine-month, field-based action research program sends undergraduates to work alongside social entrepreneurs in developing countries.

In the category of Student Pathways, **Amani Institute** in Nairobi, Kenya, won for its postgraduate certificate in social innovation management. The master’s-equivalent program is a nine-month hybrid program that takes place in “hub cities” in emerging markets, currently Nairobi and São Paulo, Brazil. (For more details, see “Changemaker U” on page 26 of the November/December 2016 issue of *BizEd*.)

In the category of Services and Student Affairs, **Emory University** in Atlanta, Georgia, won for its Creating Emory initiative. The program introduces all new undergraduates to issues of integrity, diversity, and prevention of interpersonal violence through a student orientation program focused on the notion of deliberately creating the Emory community. A working group is exploring how to scale the program across all undergraduate and graduate programs.

In the category of Community Partnerships, **Glasgow Caledonian University** in Scotland was recognized for Common Good First, a digital platform designed to showcase and connect community-led social impact projects. Funded by the EU and supported by the government of Scotland, the program initially will launch in South Africa; a consortium of 12 institutions in Europe and South Africa will work with community partners to create digital storytelling modules to improve digital literacy in their regions.

The judging panel considered four criteria when selecting the winning projects: innovation, replication, maturity, and impact of the projects. Finalists were recognized in March at Ashoka U Exchange, a gathering that highlights globally relevant models of social innovation in higher education.

► For more details about winners and runners-up, visit ashokau.org/blog/announcing-the-2017-ashoka-u-cordes-innovation-award-winners.



Goizueta Business School Courtyard, Emory University

WINNING CASES

WINNERS HAVE BEEN ANNOUNCED in the Case Centre's 27th annual Awards and Competitions.

The Overall Winning Case was authored by **Erwin Hettich** and **Günter Müller-Stewens** of the University of St. Gallen in Switzerland, while the award for Outstanding Contribution to the Case Method went to **Rebecca Weintraub** of Harvard University in Boston, Massachusetts. **Wouter de Maeseineire** of Vlerick Business School in Ghent, Belgium, was named Outstanding Case Teacher.

Karthik Ramanna and **Radhika Kak** of Harvard Business School won the award for Outstanding Case Writer, and **Olga Kandinskaia** of Cyprus International Institute of Management in Nicosia was named Outstanding New Case Writer. Outstanding Case Writers on this year's Hot Topic—the risks and opportunities of big data—were **Howard Yu**, **Thomas W. Malnight**, and **Ivy Buche** of IMD in Lausanne, Switzerland.

Other institutions that were recognized were the Copenhagen Business School, Antwerp Management School, University of Bath School of Management, London Business School, Georgetown University's McDonough School of Business, Nanyang Business School at Nanyang Technological University, the Universidad de Sevilla, and the Stanford Graduate School of Business.

According to Richard McCracken, director of The Case Centre, "The subjects of the winning cases give us unique insights into what is being studied in the business school classroom. This year we see cases addressing the environment and resources, women's rights, global health delivery and, most topical of all, 'what is truth?'"

► For a list of winners, visit www.thecasecentre.org/educators/aboutus/news/releases/2017/feb27#list.

TRANSITIONS

California State University, Bakersfield, has appointed **Angappa Gunasekaran** as dean for the School of Business and Public Administration. Gunasekaran currently is at the Charlton College of Business at the University of Massachusetts, Dartmouth, where he has served as dean since January 2013. He begins his new position on July 1.

The University of East London (UEL) in the U.K. has appointed **Annette Cast** as new dean of the Royal Docks School of Business and Law. Cast was most recently deputy principal of Newham College of Further Education, a strategic partner of UEL. She began her new role in April.

Sogang Business School at Sogang University in Seoul, Korea, has named **Hong Gwangheon** as its dean. Hong has been on the faculty of SBS since 2003, following his earlier teaching careers at business schools in the U.S. Outgoing dean **Juyoung Kim** returned to a faculty position at the school.

Margaret L. Williams has been named the new dean of the Jerry S. Rawls College of Business at Texas Tech University in Lubbock. Williams was most recently a professor of management and the Page Endowed Dean at the University of North Dakota's College of Business and Public Administration. She replaces **Paul R. Goebel**, the James E. and Elizabeth F. Sowell Professor of Finance, who has served as interim dean since January 2016.

Joanne Li has been appointed dean of Florida International University's (FIU) College of Business in Miami. Li has served as dean and professor of finance at the Raj Sooin School of Business at Wright State University in Fairborn, Ohio, since 2012. She takes over from **Jose M. Aldrich**, who has served as acting dean at the FIU College of Business since May 2015 and remains with the college as vice dean. Li began her appointment in May.

The School of Business Management at Universiti Utara Malaysia has appointed

Haim Hilman Abdullah as its new dean. Abdullah is a professor in strategic management, competitive strategy, and leadership. He began his new position on January 1.

Marymount University in Arlington, Virginia, has named **Marianne Ward-Peradoza** dean of its Marymount School of Business Administration. Ward-Peradoza, a faculty member and administrator at Loyola University Maryland, succeeds current dean **James Ryerson**, who will return to teaching. She begins her new role on July 1.

Lynn Perry Wooten has been named the David J. Nolan Dean of the Charles H. Dyson School of Applied Economics and Management at Cornell University in Ithaca, New York. Wooten currently is a senior associate dean for academic and student excellence and a clinical professor of strategy, management, and organizations at the University of Michigan's Ross School of Business in Ann Arbor. She will take her new appointment on July 1, when she succeeds interim dean **Edward McLaughlin**.

The Lewis College of Business at Marshall University in Huntington, West Virginia, has named **Avinandan Mukherjee** as its new dean. Mukherjee, currently dean and professor of marketing and international business at the College of Business at Clayton State University in Atlanta, Georgia, begins his new position on July 1. He replaces interim dean **Robert R. Simpson**.

James W. Fenton has been announced as the new dean of the Barney Barnett School of Business and Free Enterprise at Florida Southern College in Lakeland. For the past 11 years, Fenton has been dean of the James F. Dicke College of Business Administration and professor of management at Ohio Northern University in Ada, Ohio. He begins his new position June 1.

The University of Chicago's Booth School of Business in Illinois has named **Madhav Rajan** as its new dean, beginning July 1. Rajan is currently the Robert K. Jaedicke

professor of accounting at Stanford University's Graduate School of Business. He replaces former dean, **Sunil Kumar**, who left last year to become provost at Johns Hopkins University in Baltimore, and interim dean **Douglas Skinner**.

At the conclusion of the 2016–2017 academic year, **John Kraft** will step down as dean of the Warrington College of Business at the University of Florida in Gainesville, where he has served as dean since 1990. Kraft will remain on as a member of Warrington's faculty teaching strategy and working with the college's entrepreneurship, international business, and real estate programs. Kraft has served as chair of AACSB International's board of directors and on numerous committees within the organization.

On June 30, **Moses Pava** of the Sy Syms School of Business at Yeshiva University in New York City will step down as dean after six years in the role. Pava will rejoin the faculty as a professor of accounting and the Alvin Einbender Professor of Business Ethics. He also will serve as chair of the accounting

department and director of the Sy Syms Honors and Entrepreneurial Leadership Program.

Peter Henry, dean of New York University's Stern School of Business, will step down from his position at the end of December. Henry, who has served as dean since 2010, will return to the Stern faculty as a professor and scholar in global economics.

HONORS & AWARDS

Rebecca J. White recently was awarded the United States Association for Small Business and Entrepreneurship Max J. Wortman Lifetime Achievement Award for Entrepreneurship. White is a professor at the University of Tampa in Florida and director of its John P. Lowth Entrepreneurship Center.

NEW PROGRAMS

The **University of Pittsburgh's** Graduate School of Public Health and Joseph M. Katz Graduate School of Business are launching a joint master's of health administration/MBA program. The degree requires three years of study and blends courses in management and finance with courses in health-care quality and measurement. Students are required to complete a supervised residency at a healthcare services or health-related practice site.

The **University of San Francisco** School of Management in California has recently redesigned its full- and part-time MBA programs to offer students lower costs and more flexibility. Three new Career Accelerator Platforms are included as part of the revamped curriculum: Understanding the Human Organization, Financial Planning and Analysis, and Customer Success and Insights. The school also is launching a new master of science in entrepreneurship and innovation, a 12-month program in which students will learn essential business skills, take part in an individualized organizational practicum, and plan to launch a new venture.

This fall, **Stetson University** School of Business Administration in DeLand, Florida, will launch the Centurion Sales Excellence Program, which will offer a major and a minor in sales. The program was made possible by a donation from alum Leopoldo Fernandez in honor of his father, Genaro Fernandez Centurion. Students will take multiple sales courses, help train beginning sales students, and participate in specialized sales training labs. The new program will be headed by John Riggs.

Ecole Hôtelière de Lausanne (EHL) in Switzerland has launched a series of online advanced certificate programs focused on hospitality management. Each 12-week program incorporates videos, online forums, and multimedia content and requires an estimated eight hours of work. The first program—which covers hotel distribution strategy, revenue management, and digital marketing—opened for registration in February.

The Anderson School of Management at the **University of California Los Angeles** recently introduced an interdisciplinary master of science in business analytics to prepare students to extract business insights from industry data.

Babson College in Wellesley, Massachusetts, has introduced a blended, part-time master of science in business analytics program. The college will begin enrolling students this fall.

This fall, **Indiana University (IU)** in Bloomington will launch a master of science degree program in cybersecurity risk management. The interdisciplinary degree, delivered in a hybrid online format, incorporates courses offered by IU's Kelley School of Business, Maurer School of Law, and School of Informatics and Computing.

In fall 2017, the School of Business and Economics at the **State University of New York at Plattsburgh** will accept the first cohort to its new online undergraduate BS program in accounting.

COLLABORATIONS

New York University's Stern School of Business and College of Dentistry are offering a dual DDS/MBA degree to help dentists manage patient care and business aspects of the practice. The program can be completed in five years.



Angappa Gunasekaran



Margaret L. Williams



Joanne Li



Lynn Perry Wooten

The Leavey School of Business at **Santa Clara University** in California has partnered with the Center for Conscientious Leadership to launch the Conscientious Capitalism Initiative, designed to give students the tools to apply virtue and purpose to their personal development as business leaders. The initiative features an upper-division business course and a speaker series with executives from organizations that include Starbucks, eBay, Google Ventures, and the Navy SEALs. The speaker series, organized by the Leavey School, will be available to the broader SCU community.

George Mason University in Fairfax, Virginia, has entered a ten-year partnership agreement with John Wiley and Sons Inc. to expand the scope of George Mason's online graduate programs. Wiley will provide market research, marketing, and student enrollment and retention services to complement George Mason's programs, courses, and faculty. The initial master's programs offered by George Mason through the partnership will include business, health systems management, health informatics, and special education. Programs will be available beginning January 2018.

NEW CENTERS AND FACILITIES

The University of New Mexico Anderson School of Management in Albuquerque recently broke ground on the new McKinnon Center for Management. The US\$25 million, 61,000-square-foot facility will feature teaching spaces, conference areas, open-use study areas, three labs, and advising and career services centers. A \$5 million donation from Ian McKinnon and his wife, Sonnet, helped bring the project to fruition. The center is scheduled to open in 2018.

The **University of Dayton** in Ohio will establish the Center for Cybersecurity & Data Intelligence with a lead gift from Premier Health. Premier will collaborate with the university's faculty experts and information technology staff to identify and test new cybersecurity practices, create education and awareness programs for employees, and share best practices with the greater Dayton community.

Palm Beach Atlantic University in Florida will open the Titus Center for Franchising at its Rinker School of Business this fall. The center was endowed by a gift from Ray Titus, CEO of United

Franchise Group. John P. Hayes, a veteran franchise practitioner and educator, will serve as the Titus Chair for Franchise Leadership and center director.

The **University of South Florida's** Kate Tiedemann College of Business has opened its new building, Lynn Pippenger Hall (see photo at right, top). The 68,000-square-foot, four-story facility relies on an open building plan and generous use of glass to create a light-filled space. In addition to active program spaces such as a trading room and consumer insight lab, the building incorporates a patterned surface inspired by local coral stone, a palm-lined courtyard, a central business commons, and a scholar's garden. The building was designed by the architecture firm ikon.5.

The William G. Rohrer College of Business at **Rowan University** in Glassboro, New Jersey, now has a new home in Business Hall (see photo at right, bottom). The 98,300-square-foot structure opened in January and is the first academic building dedicated solely to business education on Rowan's Glassboro campus. It is projected that the new building—which includes 14 classrooms, seven conference rooms, ten specialty spaces, 15 administrative offices, and 70 faculty offices—will allow the Rohrer College to double its enrollment.

The Darla Moore School of Business building at the **University of South Carolina** in Columbia has earned LEED (Leadership in Energy and Environmental Design) Platinum certification, the highest certification awarded by the U.S. Green Building Council.

James Madison University in Harrisonburg, Virginia, has embarked on a campaign to support its new College of Business Learning Complex, which will be an addition and renovation to its existing building. The school already has raised more than US\$7 million toward its \$15 million goal. The 166,000-square-foot complex is scheduled to break ground at the beginning of the 2018–2019 school year and be completed two years later.

The Martha and Spencer Love School of Business at **Elon University** in North Carolina has opened a new Center for Organizational Analytics. The center will host an annual conference, an organizational analytics roundtable series, and workshops offering



insights into analytic tools and approaches. Local business partners—including Amazon Web Services, SAS, and Go Global N.C.—will provide data, student internships, and consulting projects.

GIFTS & DONATIONS

The newly named Cornell SC Johnson College of Business at **Cornell University** in Ithaca, New York, has received a US\$150 million gift from SC Johnson and its chairman and CEO, Fisk Johnson. The gift is the largest ever to be made to Cornell's main Ithaca campus. In addition to naming the college, the gift will support a \$50 million challenge grant with a goal of raising an additional \$150 million, for an expected total of \$300 million to be used toward the college's endowment.

Marilyn Davies, CEO of Bailey Banks Seismic, has made a US\$10 million gift to the **University of Houston-Downtown** College of Business in Texas. The school has been renamed the Marilyn Davies College of Business.

Alums Tom Sumner and his wife, Marilyn, have made a US\$5.5 million leadership gift to support the planned expansion of the **Texas Christian University's** Neeley School of Business in Fort Worth. The expansion and renovation is planned to begin this year. Tom Sumner is CEO and chairman of Allpoints Service Corp.

Alumnus and emeritus trustee Robert Frick and his wife, Barbara, recently made a US\$2 million commitment to support the Olin Business School at **Washington University** in St. Louis, Missouri.

Randall Powell and his wife, Kathy, have donated US\$1.25 million to the **Indiana University** Kelley School of Business in Bloomington to support the new Conrad Prebys Career Services Center. Randall Powell was employed at the university from 1963 through 2005, during which he spent much of that time as a part of the business school's faculty.

OTHER NEWS

In February, the **CFP Board Center for Financial Planning** hosted its inaugural Academic Research Colloquium in collaboration with the Canada-based Financial Planning Standards Council and the Financial Planning Standards Board Ltd.,

which owns the international CFP certification program outside the United States. Keynotes discussed topics such as field experiments to evaluate the impact of financial planning interventions and “the future self” in financial planning. Attended by more than 200 academics, the colloquium showcased research within financial planning and related disciplines. Five of the 39 papers presented received Best Paper awards. The next colloquium will be held in Arlington, Virginia, February 20-22, 2018. To learn more about the organization, visit www.CenterforFinancialPlanning.org.

Two Michigan schools—the **University of Michigan** in Ann Arbor and **Michigan Technological University** in Houghton—have been approved as innovation hubs by the Michigan Strategic Fund board. The schools will receive US\$1.7 million and \$525,000 respectively over a two-year period to

support research projects across the state. The goal is to spur economic growth by supporting technology with commercialization potential.

Taylor & Francis Group, headquartered in the U.K., is partnering with New Delhi-based Kamla-Raj Enterprises to co-publish 15 scholarly journals, among them the *Journal of Economics*.

In March, the College of Business and Economics at the **University of Guelph** in Ontario, Canada, launched the GryphBiz Case Competition for students from four local high schools. Each school sent three teams of three to five students to compete against each other to develop the best business solution to a real-world problem while keeping in mind sustainable and ethical business practices. Winning teams received cash prizes of between CAN\$500 and \$100. [▶](#)

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Faculty openings in the Sulaiman Alrajhi School of Business (SRSB) Saudi Arabia

Sulaiman Al Rajhi University (SRU) is one of the leading private sector Universities of Saudi Arabia located in the heart of Al-Qassim Province. Sulaiman Al Rajhi University initially started with College of Medicine eight years ago in collaboration with Maastricht University. After earning successful recognition in the field of medicine, SRU established Sulaiman Alrajhi School of Business (SRSB) in late 2016 with main focus on innovation and entrepreneurship. SRSB takes pride in employing highly qualified and experienced faculty members from all over the world, and the need for faculty members is also rising continuously.

We are currently having faculty openings for Assistant Professor/Associate Professor positions in the following areas:

- Accounting and information System
- Management
- Strategic Management
- Marketing
- Finance and Risk Management
- Entrepreneurship

Responsibilities:

The faculty members are expected to teach courses in above areas for our undergraduate programs. They are also expected to contribute towards course design, curriculum review, refinement and administrative work related to accreditation and developmental activities of the school. A strong commitment to excellence in teaching, research orientation, and the ability to contribute to the overall development and progress of SRSB are the key expectations from the faculty members.

Requirements:

The mandatory requirements of the job are summarized below:

- Internationally recognized Academic qualifications.
- A PhD degree in the relevant discipline from an accredited Institution of global repute.
- Ability to deliver lectures in English.
- Proven experience and capability to deliver high quality teaching and research output.
- A record of research publications in indexed refereed journals.

SRSB offers exciting work environment with opportunity for learning and growth. We offer excellent remuneration and perquisites commensurate to the qualification and experience. In addition, successful candidates receive tax free salaries and yearly return ticket to their home country. Other allowances may include accommodation, transport, children education and excellent medical insurance.

If you are interested in the above post/s, please email your detailed CV and mention the position applied for directly to recruitment@sr.edu.sa.

"We are an equal opportunity employer"

In nine regions of the world, that's **40%** the percent of academic researchers who are women, according to research from publishing company Elsevier.

SEE "WOMEN WHO RESEARCH" ON PAGE 15.

51 million

The number of micro, small, and medium enterprises in India.



SEE "DIRECT DEVELOPMENT" ON PAGE 62.

US\$123,720 US\$83,952

The highest and lowest average starting salaries for MBA graduates. Positions in consulting pay the most; those in human resources, the least.

SEE "STARTING LINE FOR MBAS" ON PAGE 12.

CONFIDENCE TO LEAD

"Women who reach powerful positions...are questioned not just about their qualifications but also their motivation, and whether they expect to succeed in the role," writes Susan Murphy of the University of Edinburgh Business School in the U.K. "In fact...when it comes to rolling up sleeves and getting on with the difficult job at hand, women are well placed to take charge."

► READ "FEMALE LEADERS, CONFIDENCE, AND BUSINESS SCHOOL ACTION" IN THE YOUR TURN SECTION OF WWW.BIZEDMAGAZINE.COM.

WHAT'S AHEAD FOR B-SCHOOLS

"The next five years will be a key phase in development of business schools," writes Zahir Irani of the University of Bradford School of Management in the U.K. "Will we see the same old MBA and executive offerings rooted in academic research and publications, or can there be new and more engaging ways to deliver business education?"

► READ "HOW 'SUPER ALUMNI' CAN TRANSFORM THE FUTURE OF BUSINESS EDUCATION" IN THE YOUR TURN SECTION OF WWW.BIZEDMAGAZINE.COM.

A DEAN'S ADVICE

"Don't be afraid to lead with care and compassion," says Ilene Kleinsorge, who formerly led Oregon State University's College of Business in Corvallis. "Deans can't do anything without trust, and trust must be earned through communication and transparency."

READ "TRANSITION OF POWER" ON PAGE 26.

STUDENTS, NOT CUSTOMERS

"The business schools with the best long-term student satisfaction and societal impact are those that allow their students to be students, not customers," write Kimmo Alajoutsijärvi of the University School of Business and Economics in Finland, Julie Davies of the University of Huddersfield Business School in the U.K., and Kerttu Kettunen of the Turku School of Economics in Finland. "This is a call for passionate scholarship that involves intellectually challenging discovery research, co-creative engagement with business practice, and responsible academic citizenship."

► READ "SHOULD WE GIVE BUSINESS SCHOOL STUDENTS WHAT THEY WANT OR WHAT THEY NEED?" IN THE YOUR TURN SECTION OF WWW.BIZEDMAGAZINE.COM.

PICTURE PERFECT

To make sure students have professional headshots to post on LinkedIn or to include with résumés, Tennessee Tech's Student to Career center hires the school photographer to take photos for free.

SEE "POLISH, PRACTICE, PREPARE" ON PAGE 48.



GOOD APPLES

"If management education were an apple tree orchard, we could simply trim branches and discard rotten fruit—or we could adopt long-term solutions to try to create an orchard where 'a few bad apples' would be less likely to grow," write Mie Augier of the Naval Postgraduate Academy and Arjay Miller, former dean of Stanford Graduate School of Business.

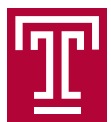
READ "ROOTED IN A SENSE OF PURPOSE" ON PAGE 32.

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