

A person is seen from behind, standing in a field of tall grass. Their arms are raised in a 'V' shape, and they are holding a long, thin object, possibly a kite string or a piece of fabric, that stretches across the sky. The background is a bright, hazy sunset or sunrise, with the sun low on the horizon, creating a warm, golden glow. The overall mood is one of freedom, achievement, and embracing change.

# Embrace disruption

Non-elite universities must  
learn to love change

#### **Numbers game**

Making digital learning add up

#### **Equal wrongs**

Business schools are failing the gender test

#### **Keep calm**

Why research doesn't always need impact

#### **Centurions**

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# In focus

Global Focus  
Iss.3 Vol.10 | 2016

**W**elcome to this edition of *Global Focus*.

Our cover story addresses the problems and challenges of a massive if largely overlooked sector of education (including business and management education) – the thousands of sound and solid universities and other institutions that are outside the tiny group of their “elite” fellows (think Duke, Stanford, Oxford, Cambridge, MIT and so on).

Generally, they offer an excellent education and produce worthy graduates, but the article’s authors, Mark Farrell and John A Davis, fear they are under threat, arguing that “non-prestigious institutions that do not harness the power of technology, do not reduce their high cost base and do not recognise that the needs of students can be met with a variety of innovative delivery models will become extinct.

“Those institutions that bravely embrace this imperative, place students at the centre of learning and pursue imaginative new initiatives will find themselves thriving, even with continued cost pressures and technological advances.”

Picking up on similar thinking, on page 48 Ying Zhang argues that rather than indulge in often wasteful and self-defeating competition, business schools, particularly again those outside the elites, should create their own “ecosystem” of co-operation, co-ordination and collaboration.

Elsewhere in the edition Dianne Bevelander and Michael Page (page 18) wonder why the business education world has taken so long to address the issue of gender neutrality in academic institutions and what the way forward might be; Udo Steffens and Michael Grote (page 22) suggest that business students need to be exposed to research founded on rigorous scientific thinking rather than the present preoccupation with research that has “impact”; and Geoffrey Lipman argues the case for sustainable travel and tourism (page 28).

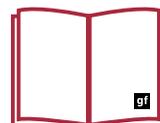
Finally, on page 52, Sherif Kamel, professor of management and founding dean of the School of Business at the American University in Cairo (AUC), explains the vital importance of entrepreneurial start-ups to an emerging economy such as Egypt. He writes:

“With the need to create over 800,000 jobs every year in Egypt, the path for development and growth can only be created through a scaled-up agile, competitive and growing start-up community. The bigger the base of potential entrepreneurs, the more likelihood a growing number of start-ups will prevail. It is all about scalability and the continuous flow of ideas that can go to the next level.”

Please enjoy reading.

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## Your say

We are always pleased to hear your thoughts on *Global Focus*, and ideas on what you would like to see in future issues.

Please address comments and ideas to Matthew Wood at EFMD:  
[matthewwood@efmd.org](mailto:matthewwood@efmd.org)



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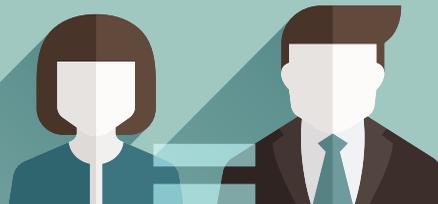
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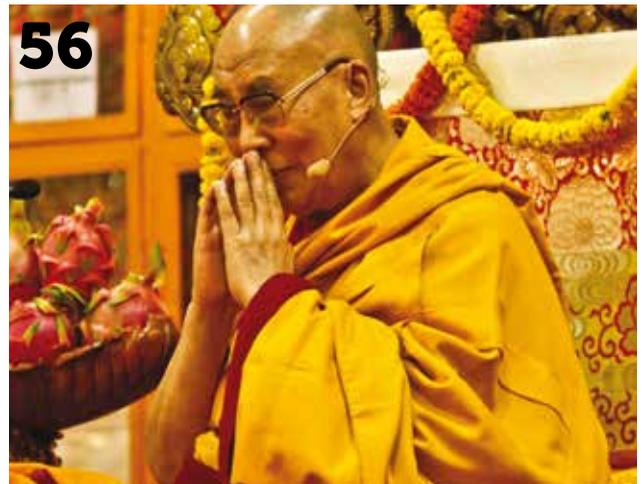
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Why universities are under threat? What do they need to do if they are to survive? **Mark Farrell** and **John A Davis** argue that universities outside the elite must embrace disruption or succumb to it

# Embrace disruption

“

*It is time to get comfortable being perpetually uncomfortable. The known, mostly predictable, rhythms associated with universities of the past 100 years have given way to syncopation caused by two off-beat troublemakers: technological change and cost pressure*

**B**arely surviving relegation in the previous season and against odds of 5,000 to 1, Leicester City won the English Premier League (EPL), a league that for the last 20 years has been won by only four clubs, (Arsenal, Chelsea, Manchester City and Manchester United – the Ivy League of the world of football).

To put it into perspective, each of the previous winners had paid more for one of their current players than has the Leicester manager for his entire team.

The 2015-2016 season of the EPL has been subject to the most wonderful disruption imaginable. Despite having less financial muscle than the top clubs, Leicester used technology and statistics to discover players ignored by others and, against the prevailing thinking of “possession football”, deployed a lightning-quick counter-attacking style, conceding few goals and winning many games 1-0. Their use of technology, the ability to keep costs down and develop a strategy to outwit their opponents has been a lesson for all of us who work in higher education.

But, I hear you say, what can we learn from 22 players kicking a ball around a muddy field? It is that type of thinking that leads to complacency. And you only have to ask the likes of the top four clubs in the EPL to know where complacency leads to – comfort, followed by deep discomfort.

In short, it is time to get comfortable being perpetually uncomfortable. The known, mostly predictable rhythms associated with universities of the past 100 years have given way to syncopation caused by two off-beat troublemakers: technological change and cost pressure.

Taken individually, these twin dynamos of disruption are not unfamiliar. Indeed, both have been found residing side-by-side with the business world, upsetting the *status quo*, frustrating otherwise well-intentioned people and forcing less nimble competitors out of existence or into extreme makeovers just to survive.

We have seen such cycles of disruption in industry before, from the invention of the horseless carriage to the veritable dissolution of the newspaper industry. Transitions like these rarely occur easily and many unprepared organisations have quickly found themselves in

the dustbin of history. For the glass-is-half-empty crowd, such change is fraught with danger, pain and loss. But for the glass-is-half-full believers, the changes represent opportunity and the chance to revive and revitalise one’s future.

The challenge lies not in deciding which half of the glass represents your perspective but in how you plan to thrive in this decidedly uncomfortable new world.

This dilemma today confronts universities around the world, especially those we describe as “non-elite”. We are quite familiar with the “elite”: from Duke, Stanford, Oxford, Cambridge, MIT, the Ivy League, to the University of Tokyo and more, the names are familiar to all. These universities have attained an extraordinary level of prestige, with international reputations for excellence in multiple domains. Their qualifications confer prestige on individuals and are perfect examples of positional goods.

In a survey in the US, respondents ranked Princeton in the top 10 law schools in the country. This is a remarkable achievement given that the law school in Princeton began in 1846, graduated seven students and ceased operating in 1855. Despite its short-lived status, in the minds of respondents “Princeton Law” was a top 10 institution.

Non-elite institutions may be perfectly competent and known in their local markets but they increasingly struggle for relevance and visibility in a global higher education world where over 17,000 universities are competing for the best talent (students, faculty, staff, partners). With technological change bringing new content delivery platforms and, along with them, radical new cost models (ie *free*), the need for non-elite institutions to redefine who they are, what they do and how they do it is essential if they are to survive, let alone thrive, against the superior funding and resources of elite institutions and the elegant simplicity of technologies offering free content.

In effect, technological changes and cost pressures mean universities must do more than just deliver content. They must take clear advantage of the contexts in which they operate to have a differentiated position that resonates with target stakeholder audiences.

If you are reading this article in the faculty lounge in an elite research university then you may well be quite comfortable with the discomfort wrought by technological change and cost pressures. After all, your institution has weathered the storms of change for decades if not centuries. Elite institutions are in a unique position of marketing a product with relatively inelastic demand. College tuitions and fees rise every year, typically faster than inflation. US universities, for example, have experienced tuition increases outpacing inflation for decades, yet demand remains stronger than ever.

According to *US News & World Report*, Stanford University had the lowest acceptance rate in the US in autumn 2013 at 5.7%, and the first 10 schools on the list had acceptance rates under 9%, with acceptance rates for the top 25 institutions under 15%, including seven of the eight Ivy League universities.

Of course, most institutions are not among the elite nor even recognised beyond local markets. The main ranking bodies review only the top 500 institutions yet we suspect non-elite institutions operate in highly competitive markets and compete for many of the same talented students as the better known schools.

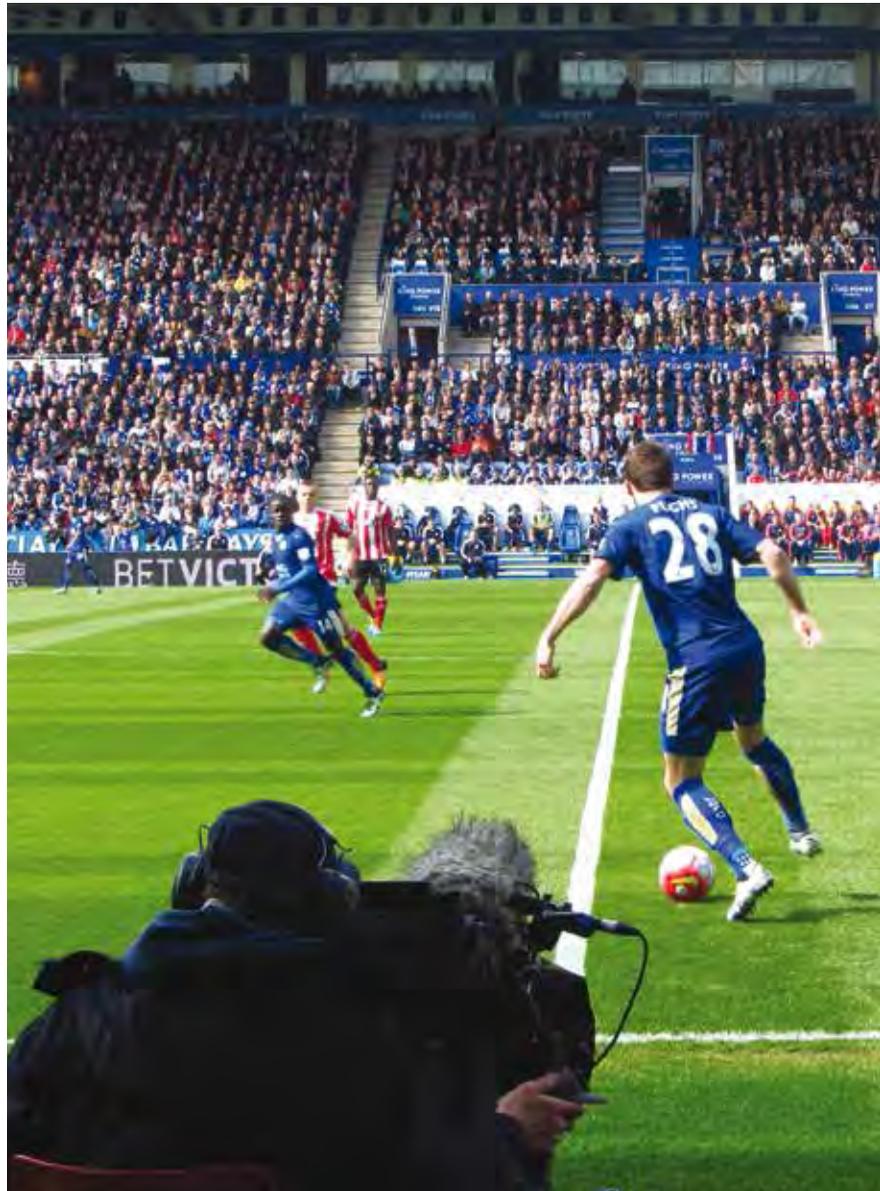
While we do not believe that all of these universities are under threat, we do believe that a good number of them will struggle to survive unless they develop a value proposition that not only resonates with their stakeholders (students, faculty, employers, the professions, government) but also clearly articulates what makes them different and why that distinction is relevant to the market.

Even with a clear value proposition, departments within universities may not all be protected, despite the valiant efforts of the faculty within to maintain viability, forcing some to close down entirely or merge with others. For the least prepared institutions in extreme situations merger or even demise may be their only options.

Clayton Christensen's work in innovation and growth provides useful insights about the challenges posed by organisations that fail to innovate and the opportunities for those that do.

In 2002, Christensen and colleagues contended that disruptive innovation represented a growing threat to education in the US. More than 500 institutions had closed down in the

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5.7%

According to *US News & World Report*, Stanford University had the lowest acceptance rate in the US in autumn 2013 at 5.7%...

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... and the first 10 schools on the list had acceptance rates under 9%, with acceptance rates for the top 25 institutions under 15% – including seven of the eight Ivy League universities

previous decade and more than 2,000 corporate universities and online/distance learning institutions had grown rapidly. Disruptive innovation appeared to be a key driver of these changes.

Christensen argues that disruptive innovation explains why corporate training constitutes a disruptive threat to traditional approaches to business education. Why? Simply put, corporate training offers a more accessible, often uncomplicated and tailored product well suited to problem solving at work at a price that compares favourably with the high cost of a top-tier MBA programme.

In addition, Christensen cites the University of Phoenix (enrolment 200,000-plus) as another example of an education disruptor because it targets non-traditional education consumers and emphasises a student-centric philosophy through its online course offerings designed for the busy lives of adult learners.

Technological advances have impacted businesses and industries around the world so we should not be surprised that higher education is also being affected. Companies everywhere are using new technologies to contain costs by streamlining back office operations and supply chain activities and universities are facing their own cost pressures for which these technologies offer practical solutions.

Beyond operations, new technologies are impacting one of higher education's most hallowed traditions: knowledge dissemination. The advent of MOOCs (massive open online courses) have made course knowledge accessible to anyone with a computer, tablet or mobile device far less expensively, or even for free, and dramatically increasing the reach to hundreds of thousands of students for the most popular MOOCs.

Coursera, a leading MOOC (along with edX and Udacity) has more than 10 million users. The early media buzz for MOOCs in 2012 mirrored the excitement that ushered in the dot.com era in the late 1990s, with many reports suggesting that traditional bricks and mortar universities would go out of business. As we

now know, traditional retailers did not disappear and, indeed, are thriving while online retail has also thrived.

By the same token MOOCs have not replaced universities. Instead, they may well be serving a more complementary function, even inspiring faculty to deliver content in innovative ways.

Adaptive learning platforms are yet another example. Offering students a range of new media and related instructional tools designed to adapt to their learning needs, including dynamic e-books, video tutorials, animated case studies, games and simulations, adaptive learning technologies are a potentially powerful complement to existing in-class instruction. The software identifies a student's knowledge weaknesses, redirecting them to the content requiring additional study. Periodic assessments can be designed to measure progress at intervention points designated by faculty. Data captured by the system helps it adjust to each student's unique learning needs.

However, even with the potential represented by new technologies to enhance and complement higher-education delivery and student learning, legacy structures within most universities will increasingly hinder their ability to successfully adapt and, thereby, avoid being disrupted.

For example, academic promotion, tenure and salary increases are primarily dependent on research productivity and quality. While teaching is an expected responsibility, it is a far less influential factor in tenure decisions. The challenges are clear: there are not enough incentives for faculty to practise innovative teaching approaches since rewards are skewed toward research productivity. And many academics perceive teaching as a distraction from their research initiatives, reinforcing the view that the emphasis on research productivity negatively incentivises academics to only satisfy the minimum requirements in their teaching.

Despite the research emphasis of most universities, actual research productivity and quality is not evenly distributed among academic staff. According to one study, research output per

academic was a median of three journal papers over a five-year period. Another study of 18 economics departments in Australia revealed that the average economist published less than one refereed journal paper every two years, and 25% had no publications over a five-year period.

Yet another research productivity study of 22,271 economists from 600 European institutions in 18 countries revealed the following: a) economists published 2.7 articles each between 1971 and 2000 on average (journal quality was not factored into this figure); b) even more interestingly, nearly two-thirds (60%) of the sample published nothing. When research outputs were divided by length of career, the top 1% of leading producing economists published an average of two papers per year and, across the entire sample, the average economist published one paper every five years.

Based on these findings, the evidence suggests that even with a promotion and tenure model structured to reward research activities, universities are not always getting the proverbial bang for their buck.

Examining academic salaries leads one to wonder how long institutions can continue to invest in research using the current model when the returns are uneven at best. In the US full-time academic salaries range widely, from \$99,000 at private non-profit doctoral institutions, to \$85,400 at private non-profit institutions, to \$73,900 at public institutions, and \$45,700 at private for-profit institutions.

As one study showed, the ROI expectations are further complicated because a faculty's research-centric orientation was inversely related to their student-centric orientation, which was also negatively related to salary compensation.

More simply, being a productive research scholar was counterproductive for teaching excellence. As the studies show, faculty that emphasised teaching excellence were more likely to have lower salaries, reinforcing a dilemma many universities face as they confront a future in which they must increasingly justify how they will survive, let alone thrive, alongside better-funded, better-known elite institutions.

At the risk of sounding heretical, bold thinking is in short supply at many, if not most, universities. Rather than chart a new direction and work towards conceiving ways to innovate their education model (a variation of the old maxim "necessity is the mother of invention"), most

universities and their leadership continue to imitate the legacy standard represented by the top-tier institutions even though the deck is stacked decidedly against them.

In one sense this is understandable since most university leaders are products of the system in which they gained their expertise. Few are therefore brave enough to be disrupters or have the perspective born of pushing boundaries working in other organisational contexts. One can almost hear them collectively rationalising "imitation is flattery (cost effective), and innovation is foolhardy (expensive)".

But we wonder if the real cost comes from a misguided belief that maintaining the status quo, or making tiny incremental changes, will allow non-elite institutions to survive. Most universities as we know them today continue to operate a very costly business model, saddled with brick and mortar facilities requiring constant upkeep (and, in the case of the US, a plethora of collegiate sports-related investments), a proliferation of expensive graduate programmes and an expensive reward/incentive model that disproportionately favours research productivity over teaching excellence yet too often with underwhelming results in both areas.

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# \$99k

In the US full-time academic salaries range widely, from \$99,000 at private non-profit doctoral institutions, to \$85,400 at private non-profit institutions, to \$73,900 at public institutions, and \$45,700 at private for-profit institutions





**Like the taxi industry that is being turned upside down by Uber or the EPL being disrupted by Leicester, non-prestigious institutions that do not harness the power of technology, do not reduce their high cost base and do not recognise that the needs of students can be met with a variety of innovative delivery models will become extinct**



We believe universities must address these challenges head-on. The vast majority of students will not study at the world's elite institutions, enrolling instead in programmes that offer a compelling education and prepare them for life post-graduation.

With the rapid advances in technology providing affordable access to higher education almost anywhere in the world along with the promise of lower costs, we believe the time is ripe for university leadership everywhere to disavow imitation and instead exhibit bold thinking designed to unleash the tremendous intellectual capital that is otherwise constrained by a static education model designed for a bygone era.

It was the American baseball player Yogi Berra who famously said "The future ain't what it used to be". Higher-education institutions are facing a perfect storm in the shape of reduced government funding, stiffer competition from non-traditional providers, industry demanding higher-quality graduates and students behaving as consumers, demanding returns on their human and financial capital.

For higher-education institutions we suspect that the future will be very different depending upon their reputation, brand image and prestige factor. When we add to this the ability to actually deliver the "transformational experience" promised on the website, not to mention graduates with knowledge and skills to compete in a technology driven, global economy, we suspect many universities are going to end up being outmanoeuvred by the Ubers of the educational world or displaced by their prestigious counterparts.

Choosing where, what and how to study is becoming more important in relation to a return on investment. According to *The Times* newspaper in the UK; "students appear to be attracted to those [institutions] with a strong academic reputation or high quality vocational courses with good links to employers".

Like the taxi industry that is being turned upside down by Uber or the EPL being disrupted by Leicester, non-prestigious institutions that do not harness the power of technology, do not reduce their high cost base and do not recognise that the needs of students can be met with a variety of innovative delivery models will become extinct.

Those institutions that bravely embrace this imperative, place students at the centre of learning and pursue imaginative new initiatives will find themselves thriving, even with continued cost pressures and technological advances. And if you don't believe us, ask Leicester fans.

A version of this article first appeared in the magazine *Dialogue* June/August 2015.

The ideas are further examined in the book *The Market Oriented University Transforming Higher Education* by Farrell and Davis, published by Elgar.

<http://www.e-elgar.com/shop/the-market-oriented-university>



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# Designing digital learning strategies

Business education has been slow to respond to the disruption (and opportunities) caused by technological innovation.

**Tony Sheehan** provides some guidance on how it should act

The past decade has seen “digital disruption” everywhere. Firms such as Uber, Facebook, Google, Airbnb and Netflix have revolutionised their sectors. Business education has been far from immune

- MOOCs and SPOCs have been heavily hyped and serviced millions of learners with new forms of programmes and courses
- New entrants such as Lynda.com have created fresh product interfaces to new styles of content and MOOC providers such as Coursera have started to target corporate education
- Business schools have launched digital hubs, embracing teaching techniques that blend face-to-face contact with online, video with animation, discussion boards with social networks.

Yet, when researching the impact of digital learning, digital disappointment seems to be far more common than digital delight. Why is this?

Many digital learning providers are fighting the curse of unrealistic expectations, largely as a result of the seduction of vendor-fuelled jargon and the promise of quick fixes that distract from good learning design. Many are also restricted in some ways with existing systems and cultures that anchor speed of adoption and inhibit change.

People have different preferences for digital learning and learning technologies need to address form and user engagement as well as technical functionality. Learning designers need to be sensitive to these issues in order to deliver deep, impactful learning and lasting change. Weaving new technologies and techniques into tried and tested methods cannot be done quickly – and nor should it be.

To create truly effective digital learning there is a need to slow down, step back and review three questions:





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*Learning designers need to be sensitive to the issues involved in order to deliver deep, impactful learning and lasting change. Weaving new technologies and techniques into tried and tested methods cannot be done quickly – and nor should it be*



### What is the goal?

Taking time to understand desired outcomes, how to measure them and what success looks like is essential. Such analysis can then help to review potential tools and techniques to ensure they help achieve these outcomes in practice.

- If someone is still learning the essentials of a subject then initial knowledge absorption may be paramount. This insight might suggest use of short assets to introduce the key facts prior to any formal learning, blended with extended links to further text, audio and video assets for detail.

- On the other hand, if a senior executive needs support on improvements in decision making, learning will need to extend beyond the boundaries of a conventional "course".

In this case, post-programme interventions that empower and guide the executive at the point of need are essential – so a one-minute video, top tips and instant insights delivered just in time to reinforce learning would be appropriate.

In any given case, it is essential to understand the desired outcomes. Only then is it possible to decide what tool will best deliver them.

### What is the digital learning preference of the target audience?

There are many different digital learning preferences and it is essential both to respect and sometimes to challenge these. It may be, for example, that a group of senior leaders are more comfortable with face-to-face contact than a discussion thread or that a group that are comfortable with digital prefer short-form assets and summaries rather than depth.

While being sensitive to learner preference, it is also important to occasionally challenge it. Those searching for brevity may need to be prompted to discover depth and context. Meaningful learning often occurs when placed in unfamiliar situations; design needs to reflect this.



### What are the anchors?

What are the organisational and technical constraints that could limit ambitions? Budgets, regulations (such as data protection), responsibilities, capacities and talents each need to be considered carefully before looking at the potential for implementation, adoption and impact of a new tool.

System preferences and cultures already exist and cannot be binned overnight; few environments are as nimble as a start-up. Such limitations are realities and it is important to both understand and work with them to deliver successfully.

Only when these three points are understood is it possible to start thinking about what a learning intervention (for example an online course) will look like. At this point, it is valuable to think in terms of three Cs:

### Content

Content is still king. But in a world where there is so much content online, the question becomes: what to create and what to curate? New content can be created with ease – with smartphones there is a production studio in our pockets. But creating meaningful content takes time and there is little point in doing so unless it is connected to the vast collection of quality content that already exists.

Content is valuable in so far as it helps achieve learning goals and comes with a clear call to action. What action does the content trigger? Think about it? Talk about it? Join an online discussion? Content needs to be part of an overall learning experience rather than living in isolation.





### Community

A key technique to enhance the impact of content is use of community. Multiple methods of engagement exist, from commenting on personal blogs, through peer groups to online discussions and large-scale jams. Discussion threads can be surprisingly effective albeit different preferences are likely to exist. These include:

- Lurkers – looking but not engaging
- Vocal – actively participating and dominating
- Passive – not engaging at all (frequently the majority)

Discussions work well within MOOCs, where the scale effect ensures multiple perspectives. It can, however, be hard for a smaller group to get the diversity of opinion to make them productive.

Live classes offer knowledge delivery and online chat that are powerful and are now much easier to achieve through a variety of technologies from the simple (Skype and Google Hangout) to high quality (HD videoconferencing and telepresence).

Again, thinking carefully about goals, existing systems and resources, and learner preference can help to clarify the best community approach.

### Context

In an age of complexity, it is essential to contextualise learning. In the business school context, the age of the case method is not dead – but it is evolving.

Some older cases remain classics, some modern ones are exceptional. At the same time, frequent connections to context - a link to a relevant news story or a debate on a current issue – keep case perspectives current and make learning feel relevant and alive. Contextualising and ideally adapting learning to individual needs does not have to be complicated or expensive but it is essential.



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***For all the buzz around digital learning, its true potential in business education remains largely untapped – it can help reach people in new locations and personalise their learning to create impact in their business and their life***

For all the buzz around digital learning, its true potential in business education remains largely untapped. Digital learning can help reach people in new locations and personalise their learning to create impact in their business and their life. It can deliver new forms of qualification and new forms of impact from executive education but only if it cuts through the rhetoric of technology promises to design its own more effective learning solutions.

Digital business education needs to be more about pedagogy rather than novelty and will take time to design in a manner aligned with rapidly evolving technology and a diverse multi-generational workforce. The commercial models of digital learning are still evolving but in a world where so much digital content appears free, there are significant opportunities to create new business models.

In terms of *content*, customers will value what is newly created over what is already available on the web.

In terms of *community*, customers will value being highly connected over being disengaged.

And in terms of *context*, they will value the highly specialised over the generic.

Looking to the future, digital learning will certainly continue to be disruptive. As educators, our challenge is how best to shape that disruption to create a better future both for our institutions and for the learners of the future.

gf

#### ABOUT THE AUTHOR

Tony Sheehan is Associate Dean, Digital Learning, London Business School, London, UK.

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***In any given case, it is essential to understand the desired outcomes. Only then is it possible to decide what tool will best deliver them***

# Refugees welcome

**Edeltraud Hanappi-Egger** describes how Vienna University of Economics and Business and other Austrian universities offer a wide range of activities and initiatives for refugees

In the autumn of 2015, 31-year-old Adnan came to Austria with his wife and two small children, full of hope and gratitude. Adnan had completed a master's degree in banking and financial studies in Syria and had been working there as a senior financial reporting officer when he and his family were forced to leave their home.

Twenty-two-year-old Rouba was also forced to leave Syria with her family. She had been studying economics. In Syria, she had a normal life and told us that if she had not been forced to leave her home, she would probably have graduated from university and found a good job.

Adnan and Rouba are two of the nearly 500,000 people who have braved perilous trips across the Mediterranean to reach Europe and are also two of the 88,000 people who applied for asylum in Austria in 2015. Their stories are similar but that is not all they have in common. Along with six other refugees, they have been given the opportunity to take up an internship at Vienna University of Economics and Business (WU) because apart from such basic needs as shelter, food and medical care, refugees also require a chance to develop their prospects for the future.

This is especially true for young people who have lost access to schooling and (higher) education by fleeing their country – without support, they might grow up to be part of a lost generation. As a socially responsible university, WU believes in its duty to contribute to the successful integration of refugees in Austria by granting them opportunities to learn, to study and to be part of

the academic community. WU also believes in refugees' knowledge, skills and talents and the positive impact that they can have if successfully integrated into host societies.

Well before the current refugee situation, WU was one of the first universities in Austria to start an initiative to help socially disadvantaged children and teenagers. In 2010, it launched the "*Lernen macht Schule*" volunteer programme in co-operation with Caritas Vienna, an NGO, and the REWE Group. Each year, more than 150 WU students participate in this programme as "learning buddies", providing support to about 220 individuals, including children living in refugee shelters, shared accommodations for unaccompanied refugee minors or being cared for by organisations that provide counselling, therapeutic and educational services to refugee families.

WU is convinced that all participants benefit from getting to know each other, both in their personal and educational development. Since 2010, more than 750 students have volunteered for the Volunteering@WU – *Lernen macht Schule* programme.

WU is a public university, with a strong sense of social responsibility and social commitment. To live up this role, WU works to send a message of solidarity in difficult times. Since the summer of 2015, when the number of asylum seekers increased dramatically, WU has offered German courses for refugees in addition to its student volunteer programme. The courses are available to asylum seekers with no prior knowledge of





“WU believes in refugees’ knowledge, skills and talents and the positive impact that they can have if successfully integrated into host societies



German. In addition, faculty members at the Department of Foreign Language Business Communication volunteer their time to offer complementary conversation classes, providing a highly effective learning experience through intensive practice in a small group setting.

WU is continuously expanding its activities in support of refugees. Our most recent initiative, as mentioned above, is the creation of academic internships for people who have been granted asylum in Austria, especially refugees who had begun or completed education in the fields of economics, business or the social sciences before being forced to leave their home country. All of the internship positions have now been awarded to highly motivated applicants: seven men and one woman from Syria, Iraq, Gambia and Afghanistan.

The interns are assigned to work on various projects at WU's academic units. WU sees it as a moral obligation to help these newly arrived people and to give them the opportunity to show their potential. The internships at WU are intended to help refugees build on their previous education and gain a foothold in the job market more quickly. At the same time, the internships are also meant to help with integration into Austrian society and to give them better prospects for the future.

WU's faculty members are highly committed to helping. They teach German classes and IT courses for refugees, supervise the interns and are dedicated to volunteer work.

Another initiative, POWER 2 HELP, is the result of volunteer work by André Martinuzzi, head of WU's Institute for Managing Sustainability, Christian Schober, head of WU's Competence Center for Nonprofit Organizations and Social Entrepreneurship, and social counsellor Sabine Eichinger. The initiative supports volunteers and teaches them to work effectively while staying healthy.

Universities Austria (uniko), the voice of Austria's public universities, established the initiative "MORE" in autumn 2015. Its goal is to provide support and assistance to refugees who are considering a degree programme or are looking to improve their German skills.

Twenty-one universities throughout Austria offer a certain number of courses to MORE students; some of the courses are specially tailored



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***Giving refugees the opportunity to stay active is very helpful to their integration in society and the programme also gives participants insight into the Austrian university system and the process of studying here***



88k

Nearly 500,000 people have braved perilous trips across the Mediterranean to reach Europe and 88,000 people have applied for asylum in Austria in 2015

750

Since 2010, more than 750 WU students have volunteered for the Volunteering@WU – *Lernen macht Schule* programme



for refugees, others are regular degree programme classes. Refugees can enrol as non-degree programme students to attend these classes.

At WU Vienna over 50 students were admitted to the *MORE* programme in the 2015/16 academic year. Throughout Austria about 1,160 students have attended the programme. The participants were young people with an academic background or at least a school-leaving certificate, mainly refugees from Syria, Pakistan, Afghanistan and Iraq.

Giving refugees the opportunity to stay active is very helpful to their integration in society and the programme also gives participants insight into the Austrian university system and the process of studying here.

*MORE* courses offer refugees an opportunity for reflection, to help them decide whether pursuing an academic degree is an option for the future. Students can experience various fields of academic and artistic study and take language courses. *MORE* students can sign up for existing courses and seminars and also for courses specifically designed for them. The language of instruction is either German or English.

At WU Vienna, approximately 80 degree programme courses were made available to *MORE* students in the 2015/16 academic year and three courses were organised exclusively for *MORE* students.

*MORE* co-operates with the Austrian Students' Union ÖH to find volunteers to support *MORE* students in their day-to-day life at the university.

This is an essential part of the programme since it goes beyond taking courses together but also helps *MORE* students become integrated into the student body. In addition, WU offers its *MORE* students an introductory orientation session, access to the Language Resource Center and the library and PC labs, and the use of all student facilities on campus. Within the scope of the *MORE* initiative a platform for scientist and artists who were forced to flee their countries has been established. The goal is to share the knowledge and experiences of refugees with an interested public.

As a responsible university we care greatly about those who need our help, particularly those forced to leave their countries, their families and their communities because of war. We encourage our faculty, students and staff to help refugee students and colleagues join in academic life – not only because nobody should be forced to leave education and intellectual development behind but also because refugees and their talents can make a valuable contribution to the enhancement of academic excellence.

We will be happy to consult with colleagues interested in becoming active members of the "Refugees Welcome" movement in academia.

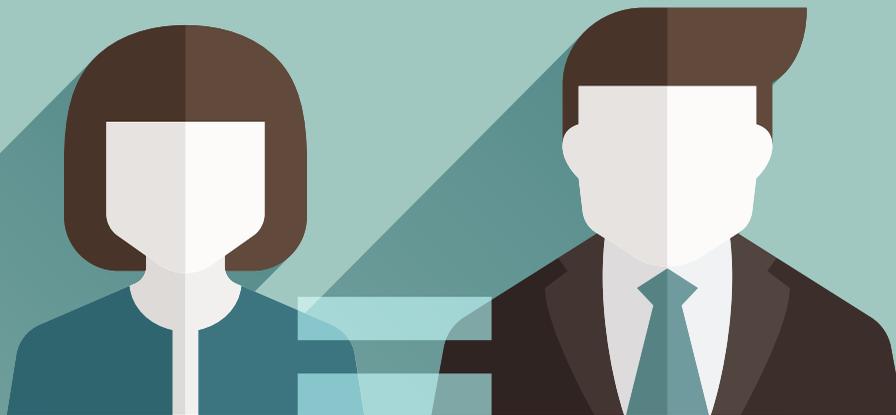
gf

**ABOUT THE AUTHOR**

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# Gender: Ms—ed opportunities for business schools?

Gender equity has been an issue in business schools (and many other places) for a long time. But **Dianne Bevelander** and **Michael Page** wonder why it has taken so long to address it and what the way forward might be



**B**usiness, civic and political leaders have increasingly accepted the need for gender equity, both for reasons of justice and for the advantage that comes from greatly expanding the talent pool and diversity of thought across all sectors.

EFMD and AACSB International have pursued strategies aimed at encouraging business schools to address internal gender challenges and transform their programme activities in the pursuit of this goal. However, the pace of progress remains glacial. The 2016 *Financial Times* ranking of global business schools finds that only 12 of the top 100 deans are women and that the proportions of female board members, faculty, and students remain stubbornly below what might be considered desirable at 23.5%, 26.2%, and 34.2% respectively.

What, then, is the cause of this slow rate of transformation? What can be done to break through current barriers to accelerated progress?

The easiest response to the first question may be that business schools are constrained by internal and external factors limiting the rate at which they can transform their faculty and by external factors impacting their ability to recruit more female students and board members.

However, even if partially valid, this response ignores the impact of unconscious bias by school leaders that informs the structures and processes they adopt and perpetuate. Decades of evidence from neurology, and cognitive and social psychology finds that unconscious biases continue to influence our decisions. They do so even when these biases are at odds with our conscious beliefs that hold to the ideals of fairness and objectivity.

In some ways these biases are necessary for survival and are not all bad. However, if we are to successfully transform, we have to recognise that unconscious beliefs—attitudes and biases outside our cognitive perceptions of self—explain a significant element of our behaviour.

Business schools decision makers must take the lead in developing innovative approaches for dealing with gender inequality. They need, consciously and determinedly, to change the masculine business paradigm that remains dominant in the vast majority of schools.

Through their research and through their education programmes business schools play a significant role in informing the business practices and worldview of tomorrow's leaders and influencers. They have an opportunity, and a responsibility, to make a difference.

The imperative to make progress is vividly demonstrated by the 2013 European Commission report on gender, which found evidence of uneven progress in most areas and speculated that it will take "30 years to reach the EU's target of 75% of women in employment, over 70 years to make equal pay a reality, over 20 years to achieve parity in national parliaments (at least 40% of each gender), over 20 years to achieve gender balance on the boards of Europe's biggest companies, and almost 40 years to ensure that housework is equally shared."

Gender bias and many of the barriers to women's advancement occur because of how our social construction of gender defines the role of women. As such, it is not just a man's issue or an injustice perpetrated by men. Rather, achieving gender equality requires that women and men engage collaboratively and proactively to overcome unconscious elements that inform our continuing actions.



***Gender bias occurs because of how our social construction of gender defines the role of women. As such, it is not just a man's issue or an injustice perpetrated by men. Rather, achieving gender equality requires that women and men engage collaboratively and proactively to overcome unconscious elements that inform our continuing actions***

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# 12

The 2016 *Financial Times* ranking of global business schools finds that only 12 of the top 100 deans are women

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# 70

The 2013 European Commission report on gender, speculated that it will take 30 years "to reach the EU's target of 75% of women in employment, over 70 years to make equal pay a reality, over 20 years to achieve parity in national parliaments (at least 40% of each gender) and over 20 years to achieve gender balance on the boards of Europe's biggest companies

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***Business school leadership needs to address the challenge of role models. Role models play an extremely important function and have a positive impact on how people view their own abilities. Sadly, female role models are far too scarce in business education***

Evidence-based illustrations of bias by men and women include:

- Female leaders who display assertiveness are perceived as competent but unpleasant. They are seen as not “acting to type” by being warm, communicative and gentle.
- Both men and women have been found more likely to hire a man than a woman with the same professional and educational qualifications.
- Employers discriminate against mothers but not fathers; and mothers are seen to be less competent than women who are not mothers.

Business schools, which shape management attitudes and practice, have to be cognisant to the impact of these pervasive biases. Deans, department chairs and programme directors need to acknowledge that hiring and recruiting practices, research, pedagogical materials, business programmes, and role models are not gender neutral.

The existence of unconscious gender-based bias means that the absence of explicit attention to gender does not suggest gender neutrality. Although most case studies have nothing to do with gender, few feature women as primary protagonists. This failing was acknowledged by Nitin Nohria, Dean of Harvard Business School, when he stated his intention to double the number of Harvard case studies featuring women protagonists to around 20% by 2019. At the time, the number of such cases was 8%.

Importantly, pedagogical materials need to feature more women in leadership roles as a matter of course rather than as an “illustration of gender”. School leadership needs to drive the development of such material through resource allocation and other incentives.

Recent research finds that cluster hiring can mitigate the problem. Unconscious and conscious biases become more evident when few women are hired in a cluster than may be obvious when hiring on a case-by-case basis. It is easier to rationalise why one hire just turned out to be a man than why only two out of ten hires are women.

We believe that the same argument can be made for promotion. The AACSB *DataDirect 2014-15 Salary Survey* reports the proportion of female faculty across all ranks to be 31% and the proportion of female full professors to be 20%. Both percentages show little growth over the five-year period ending 2014-15 at 2% and 2.6% respectively. Disappointing as these figures are, they appear even worse when salary differences are acknowledged.

Turning to programmatic issues, here again conscious and unconscious bias is evident. The charismatic leader who rallies the troops like a great military general still looms large in leadership courses. This image remains in spite of the emergence of topics and theories related to spiritual, servant, authentic, and even female leadership. How many of our leadership classes pay sufficient attention to female leadership and in what way? How do we talk about Sheryl Sandberg? And what about Mary Barra, Chanda Kochhar, Christine Lagarde, Indra Nooyi, Guler Sabanci, and Susan Wojcicki?

The sad reality is that the leaders described in our courses seldom mirror the composition of our classes, and women in positions of authority are often spoken about in derogatory terms. The popular press exacerbates this by commenting on female corporate and political leaders in ways that are unrelated to their authority—the way they dress, the tone of their voices and aspects of their personal lives. This is seldom done with men. Business schools can, and should, change this paradigm.

Recently we asked an alumna what organisational behaviour case first sprang to mind that had a female protagonist. Her response: one concerning pregnancy leave!

Our leadership courses, and broader curricula, need to model future leadership that is more diverse. Leadership that includes women, people of colour, and people with different sexual orientations.

This is where business educators must start





“  
Recent research finds that cluster hiring can mitigate unconscious biases when hiring. For example, it is easier to rationalise why one hire, in isolation, just turned out to be a man than why only two out of ten hires are women

asked why the majority of faculty teaching on the Erasmus Centre for Women and Organisations programmes where female and whether this was positive.

What strange questions? Particularly when you consider the extent to which we have avoided asking questions like: why do we have such a dominance of men teaching at business schools? Is this a good thing?

Clearly, if such thoughts and questions are widespread, we have a way to go.

Senior administrators and faculty should consider devoting more energy to ensuring that successful women serve as speakers, mentors and role models. Such role models are necessary for our students and for our junior faculty and staff. As the institutions that develop the leaders of tomorrow, the behaviours and patterns of our schools matter.

We need to be the future we wish to create. Excuses are easy and action is difficult but now is the time for action: Action that reinforces our conscious sense of fairness and of what is best; action that works deliberately to overcome our unconscious biases.

gf

**SOURCES AND FURTHER READING**

<http://www.oecd.org/gender/home/closingthegendergapactnow.htm>  
<http://rankings.ft.com/businessschoolrankings/global-mba-ranking-2016>  
[http://ec.europa.eu/justice/gender-equality/files/swd\\_2014\\_142\\_en.pdf](http://ec.europa.eu/justice/gender-equality/files/swd_2014_142_en.pdf)  
<http://www.efmd.org/blog/view/1026-closing-the-gender-gap-in-european-business-schools>  
 Flaherty, C. 2015. *Cluster Hiring and Diversity*. Inside Higher Ed May 1, 2015 <https://www.insidehighered.com/news/2015/05/01/new-report-says-cluster-hiring-can-lead-increased-faculty-diversity>. Accessed May 1, 2016  
<http://enewsline.aacsb.edu/business-school-faculty-focusing-on-gender-reported-for-full-time-faculty.asp>  
 C D L and Page, MJ 2011. *Ms Trust: Gender, Networks and Trust – Implications for Management and Education*, Academy of Management Learning and Education, 10(4): 623-642.

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Dianne Lynne Bevelander is Professor of Management Education and Executive Director of the Erasmus Centre for Women and Organisations, Rotterdam School of Management, Erasmus University (RSM), Netherlands  
 Michael John Page is Professor of Finance and Management and past Provost and Vice President for Academic Affairs, Bentley University, Boston, US. This article was written based on the inaugural address of professor Dianne Bevelander on 5 February 2016, entitled The 8th Summit: Women’s Ascent of Organisations.

making the change. If cases continue principally to feature male leaders, if programmes and courses continue to be largely designed for a majority male audience, and if our leaders and professors continue to ignore the insidious nature of unconscious bias, change will be slow at best.

In our Academy of Management article, *Ms Trust: Gender, Networks and Trust – Implications for Management & Education*, we provide evidence that female MBA students skew more to men when engaged in activities requiring greater trust. If our programmes are to transform organisations over time to more gender-balanced institutions, this pattern of behaviour should be explicitly addressed.

We need to further develop our female students’ abilities to collaborate, encourage and empower one another in stressful, risky environments. Consideration should be given to offering women-only courses that can support this objective.

At the Rotterdam School of Management, the Kilimanjaro leadership elective was designed with this in mind—a women-only elective that was part of a larger portfolio of education and research initiatives oriented to developing greater gender equality on the programme and, subsequently, in broader society.

Finally, business school leadership needs to address the challenge of role models. Role models play an extremely important function and have a positive impact on how people view their own abilities. Sadly, female role models are far too scarce in business education. This was brought home to us when a senior faculty member

31%

The AACSB DataDirect 2014-15 Salary Survey reports the proportion of female faculty across all ranks to be 31% and the proportion of female full professors to be 20%

2.6%

Both percentages show little growth over the five-year period ending 2014-15 at 2% and 2.6% respectively. Disappointing as these figures are, they appear even worse when salary differences are acknowledged



# Does academic research have to have impact?



Not necessarily say **Udo Steffens** and **Michael Grote**. What is more important for both researchers and students is that research and teaching is based on rigorous scientific thinking

**A** current lively discussion among business school deans centres on measuring the impact of not only business schools themselves but also of the research they carry out. The catchphrase to be heard is: “impact is the new relevance”.

Today it is often said that research – especially research by business school faculty – needs to be relevant and/or impactful as well as rigorous. One could argue that the ultimate goal of academic research appears to take a route similar to the stylised impact process outlined in Table 1 (overleaf), in which research is distributed through a multitude of channels and impacts a large variety of stakeholders along the way.

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*Future managers and specialists can utilise the scientific method to make sense of a multitude of real-world situations they will encounter throughout their careers. Scientific thinking enables students to devise better solutions to yet unknown future questions and problems*

**Table 1:**  
Various impact stages of academic research – the ideal world

Research Outlet	Transfer Medium	Impact Area
<b>Idea</b>	<ul style="list-style-type: none"> <li>• Presentation and discussion in internal brown bag seminar</li> </ul>	<ul style="list-style-type: none"> <li>• Frankfurt School faculty</li> </ul>
<b>Working Paper</b>	<ul style="list-style-type: none"> <li>• Presentation at research seminars</li> <li>• Presentation at academic conferences</li> <li>• Coverage by <i>The Economist</i></li> </ul>	<ul style="list-style-type: none"> <li>• Faculty at other business schools</li> <li>• Faculty and researchers</li> <li>• Readers of <i>The Economist</i> / interested public</li> </ul>
<b>Article</b>	<ul style="list-style-type: none"> <li>• Published in <i>Econometrica</i> (the most prestigious Economics journal)</li> <li>• Receives large number of citations</li> <li>• Coverage by other media outlets</li> <li>• Used in teaching at Frankfurt School, develops into case</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty that reads and understands <i>Econometrica</i></li> <li>• Becomes a classic that influences research by many others; on syllabus of many PhD programmes</li> <li>• Interested public</li> <li>• Students at Frankfurt School</li> </ul>
<b>Case</b>	<ul style="list-style-type: none"> <li>• Used in teaching at other schools</li> <li>• Used in executive education</li> <li>• Used in in-house programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Students at other business schools</li> <li>• International executives</li> <li>• Specific firm executives</li> </ul>
<b>Consulting</b>	<ul style="list-style-type: none"> <li>• Professor becomes sought-after expert</li> </ul>	<ul style="list-style-type: none"> <li>• After consulting, Apple, GE, Google and Tata increase earnings by 20%; customer satisfaction and employees' happiness increase significantly</li> </ul>
<b>Spin-off</b>	<ul style="list-style-type: none"> <li>• Consulting firm spun-off successfully by professor and PhD students</li> </ul>	<ul style="list-style-type: none"> <li>• New clients recommend the research-based firm</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>• Practice becomes new industry standard</li> </ul>	<ul style="list-style-type: none"> <li>• Measurably increases efficiency industry-wide; society at large profits</li> </ul>

The table illustrates an obviously fictitious and slightly ironic story that exemplifies the somewhat outsized expectations academic research is confronted with. While it is hard to disagree with this approach, particularly when rigor and relevance go together so well, it becomes problematic when there is a trade-off between funding rigorous research or funding research projects that could be deemed as having a potentially greater impact. This is where a research strategy is necessary. Frankfurt School's research strategy emphasises rigor over relevance.

There are several arguments that are often forgotten when considering the qualities of rigorous research. Indeed, according to the *Financial Times* or *Economist* rankings, the world's leading business schools are predominately those that produce the most rigorous research when measured by their output in top academic journals (for example by the University of Texas at Dallas list). We believe that this is not a coincidence. There are several reasons why:





## 4k

A 2016 study of more than 4,000 Bundesliga football matches found that referees systematically err in favour of well-known teams, a finding that received considerable media coverage in football-loving Germany and beyond

- First, exposure to not only the results of research but also to the process of rigorous research itself provides students with insight and skills that can be used to solve future tasks. Future managers and specialists can utilise the scientific method to make sense of a multitude of real-world situations they will encounter throughout their careers. Scientific thinking enables students to devise better solutions to yet unknown future questions and problems.

With this in mind, a successful researcher who engages in rigorous research is one of the most valuable teachers for any student. For students, being confronted with rigorous research – and ideally conducting such research themselves – will lead to humility and critical reflection, especially with regard to the creation of seemingly fast and simple solutions. There is a reason why consulting firms, who are in the business of solving complex practical problems, love to employ mathematicians and scientists.

- Second, the results of research flow into the classroom long before they are printed in textbooks. Most of what we teach from textbooks began as research published in rigorous academic journals some 20 or more years ago. Academic disciplines develop fast. In order to teach at the current frontiers of knowledge, faculty must have knowledge of the latest concepts.

- Finally, top-level research is one of the best quality assurance mechanisms for classroom teaching. It is undeniable that researchers who contribute to pushing the frontiers of knowledge in their respective field understand their subject at an expert level. In addition, to face the many difficulties and obstacles in publishing top-tier research, a researcher must be fairly enthusiastic about his or her area of specialisation. We cannot think of a person better suited to spark interest in the classroom about a particular subject than an enthusiastic expert who enables students to develop a deep and firm understanding of a particular field.

Complementary to this is the idea that intelligent people wish to be taught by other intelligent people. In order to satisfy the demand of the most sophisticated students and participants, schools must attract the smartest faculty – in other words, the experts in their fields.

For these reasons, Frankfurt School values “just another Econometrica paper” with no fuss attached quite as much as research deemed as being highly impactful. Instead of pushing for research that generates the greatest waves, Frankfurt School does not indicate how impactful research should be.

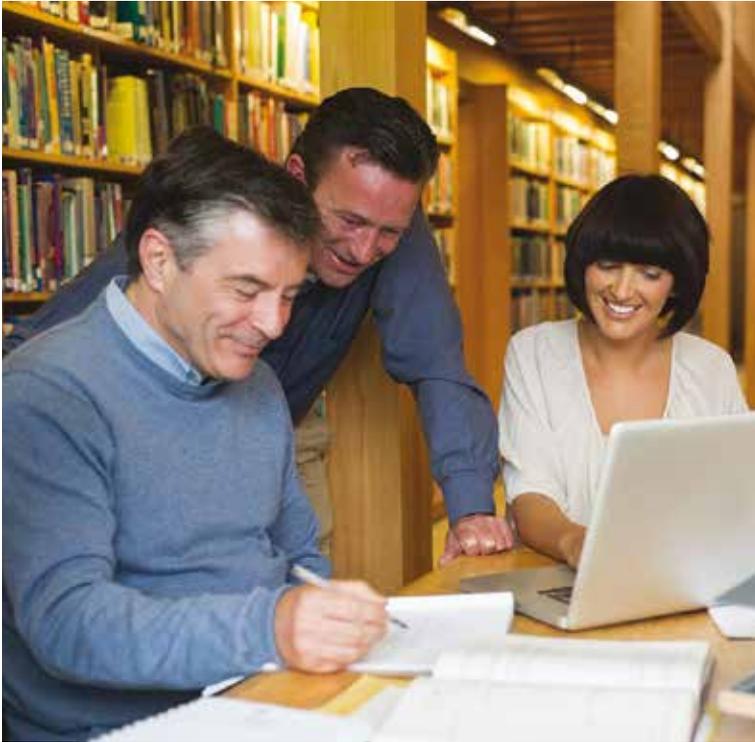
Naturally some rigorous research makes headlines in public media and has a noteworthy impact on society, particularly when it concerns issues such as health or sports.

For example, a 2016 study by Frankfurt School’s Professor Eberhard Feess of more than 4,000 Bundesliga football matches found that referees systematically err in favour of well-known teams, a finding that received considerable media coverage in football-loving Germany and beyond. In this case, the greater impact of this research is its potential to influence German rules concerning the use of video material in refereeing decisions.

As the management of Frankfurt School, we are very pleased by such research and corresponding coverage, as it serves as free advertising. The publicising of such research in the media shows that business schools are not boring but rather that the work of such institutions is more than simply imparting accounting or marketing tricks.

In other words, it shows that business schools engage in a wide array of interesting and relevant topics. We can change the world! But do we think





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***It goes without saying that business school students and participants require a considerable amount of exposure to the practical world – but not necessarily in the form of applied or impactful research***

that this research is better suited to make our students think of clever solutions to future problems than other rigorous research that has no impact whatsoever in the real world? The simple answer to this question is “no”.

On the other hand, consider a much applied piece of research, the *Global Trends in Renewable Energy Investment* report, published annually by the Frankfurt School – UNEP Centre for Climate and Sustainable Energy Finance and Bloomberg New Energy Finance.

Each year this report is referenced thousands of times in global media outlets. Moreover, numerous entities such as investment banks, large investment funds and firms in the renewable energy sector utilise and base their decisions partly on the findings of this report. Obviously, this is superb for Frankfurt School, but if we were to ask our students what they can learn from this (apart from using the data and noting trends depicted in the report) the answer would unfortunately be not very much.

It goes without saying that business school students and participants require a considerable amount of exposure to the practical world – but not necessarily in the form of applied or impactful research.

Exposure to and, ideally, training in rigorous academic research benefits students immediately. Researchers actively help students to understand their field better, identify interactions between different sub-fields and current questions. The scientific method is an enormously practical guide to conquer future challenges and to better management decisions, irrespective of its immediate “impact” on the real world. For faculty, just another *Econometrica* paper will do.

gf

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*Professor Dr Udo Steffens has been CEO and President of Frankfurt School of Finance and Management, Frankfurt, Germany, since 1996 and has worked with the school since 1992.*

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# Making the SUN shine on tourism

**Geoffrey Lipman** argues the case for Impact Travel



*“Impact Travel” was coined by Professor Klaus Schwab, Founder of the World Economic Forum, as a way to describe, simultaneously, the immense socio-economic benefits and serious consequences of human mobility*

**I** was planning to devote this article to the need that exists for a radical new approach to education and training in the dynamic and socio-economically important field of travel and tourism.

The context was to be the agreement last year by the Finance, Sustainability and Climate Summits, finally creating a long-term road-map, with real targets and hundreds of indicators, to hit survivable temperatures by 2050 and sustainable development goals (SDGs) by 2030. As well as to explore why the complexity, scale and scope of this three-decade multi-trillion-dollar Green Growth transformation is like no challenge we have faced before.

Then to outline how the travel and tourism sector – transport, hospitality, services and infrastructure – has to change itself to respond: balancing its well-recognised benefits to GDP, jobs and trade benefits with an equal action plan on sustainable impacts.

It would conclude with the work we are doing in the Strong Universal Network (SUN) to bring these ideas to the local community level with a focus on education and training.

But one of our known challenges – climate change – is existential and that means if we don't fix it, our grandchildren will freeze or fry. And it also means we have to keep the pressure on that through other mega-challenges such as poverty, hunger and terrorism dealt with in 17 SDGs (with 169 targets and 304 indicators). All are vitally important but secondary if we do not deal with global warming.

The post-industrialisation build-up of greenhouse gases and massive increases in fossil fuel based energy has created rapid warming of the planet, air pollution in major cities, melting ice-caps, significant weather pattern changes, dramatic floods, fires, droughts, strained agricultural and water resources, and, ultimately, a greenhouse gas tipping point where the cycle cannot be reversed.

The Paris Agreement bottom line is for a gradually strengthening mix of voluntary national carbon-reduction targets, diminishing dependence on fossil fuel, a new era of renewable energy

resources, biodiversity conservation and smarter lifestyles. The goal is to keep temperature growth at no more than 2° Celsius by 2050 – more likely 1.5° – and, importantly, a solid platform to ratchet up over time if climactic conditions worsen and as technology driven innovation creates new transformation opportunities.

All of which calls out for increasingly complex yet coherent actions at international, regional, national and local levels with a whole new focus on measurement and management of impacts. Every community will have its own starting point, local socio-economic characteristics, vision and pace of change.

"Impact Travel" was coined by Professor Klaus Schwab, Founder of the World Economic Forum, as a way to describe, simultaneously, the immense socio-economic benefits and serious consequences of human mobility as well as fitting with the Forum's vision of an evolving Fourth Industrial Revolution (4IR) of hyper-connectivity, 24/7 mobile communications, smart cities with big data, robotics, sensor-driven lifestyles and an increasing kaleidoscope of IOT / human interface.

It fits well, also, with an industry – travel and tourism – that is beginning to grapple with the reality of what it has promoted as "a force for good" – increasingly challenged in the evidenced, Climate / SDG era – to put "eco-tourism" on steroids.

Over the past two decades it has been identified by most states, the G20 and the UN as a major driver of positive change – particularly in poor, emerging and island states. At the same time, much has been done to advance travel sustainability through education, marketing, regulation, standards, certification and CSR with government, industry, academic and NGO engagement.

But it is not enough. Impacts from carbon (transport – particularly, fossil fuel dependent, aviation – and buildings), resource utilisation (water, food, and waste) and "people congestion" will now need to be more effectively measured, managed and controlled. The challenge will escalate progressively as the sector grows.

Three major structural shifts would help:

**To apply “green” and “growth”, coherently, to both sides of the policy equation.**

Seamlessly meshing economic and environment accounting as well as embedding the hybrid results in core corporate and government strategies with one balance sheet. We have had 25 years of promoting the real benefits of growth. Now we must deal with consequences in the same way. The climate clock ticks louder every day.

**To deliver balanced policy at community level.**

Fragmentation of the sector means that effective policy depends on a myriad of political and industry decision makers – tourism, transport, environment, finance, land use, infrastructure, immigration, security and so on. Too many decisions get lost in silos, bogged down in bureaucracy or watered down by lobbying as they devolve locally. Moreover, 80% of the industry supply chain is SMEs. How do you get them and global players on the same page when their interests and impacts are so different?

**To revamp supporting tourism education and training**

Tourism is not taught in many schools; it tends to get shifted to vocational trade disciplines such as catering or cross-sector training like ICT with limited university positioning around the world. We need to add cyberspace, home learning, transferable workplaces, MOOCs, webinars and the like to our traditional books and bricks- and mortar-based systems. And now we need to find innovative ways to advance Impact Travel when education structures worldwide are confronting massive financial austerity and new-tech information disruption.

SUN is a legacy programme of Maurice Strong, one of the founding fathers of the sustainability movement and Secretary General of the 1992 Rio Earth Summit. It operates globally under a Belgian, not-for-profit Green Growth and Travelism Institute. Its core goal is to help communities become climate resilient through Impact Travel, with relevant SDG support.

It will do this by providing a linked network of prefabricated solar-powered SUN Centres, delivered world-wide in a single container and erected in less than a week, without heavy equipment. Connected instantly over the internet and with academically trained support

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**Importantly, the SUN centres will serve as learning exchanges that will hook into community schools, business colleges, universities and vocational systems with integrated training and skills development**



80%

Tourism, transport, environment, finance, land use, infrastructure, immigration, security and so on – 80% of the industry supply chain is SMEs





# '92

SUN is a legacy programme of Maurice Strong, one of the founding fathers of the sustainability movement and Secretary General of the 1992 Rio Earth Summit

# 6

Further expansion of the SUN network will incorporate six regional hubs around the world by 2018 and one in every country by 2020



staff, they will provide “4IR sensitive” space for analysis of global and local data, strategies and good practice, in-house and digital learning, capacity building, entrepreneurship incubation, skills training and so on.

Each centre will link to a cloud-based, web platform that will encourage Impact Travel support services from around the world to engage directly with local community stakeholders. We have already established partnerships in such areas as roadmaps, visioning, certification, and modelling, impact investment and promotion. More are in the works.

SUN Centres will be very versatile:

- As a primary contact point for the Impact Travel sector, governance and environmental/ NGO communities, as well as other interested institutions
- As a distinctive standard bearer for renewable energy, with their solar panels and battery systems
- As a culture and art focal point
- Even as a response node in disaster management systems

Importantly, the centres will serve as learning exchanges that will hook into community schools, business colleges, universities and vocational systems with integrated training and skills development. We have built-in academic linkage at the core to focus on green growth, Impact Travel and 4IR trends, targeting new media and mobile delivery.

SUN is not seeking to duplicate evolving tourism or educational strategies but rather to link them in global climate-resilience systems and be a rallying point at community level for the best of both.

We have good support material for stand-alone digitally delivered learning modules at all levels in the education spectrum. As co-author of books on green growth and “travelism”, and related summer schools with Hasselt University

in Limburg, Belgium, and Victoria University in Melbourne, Australia, the base is there today. There is already an evolving network of academic partners.

We will also integrate the seminal work on “re-connection” by our partner Ignace Schops, the Goldman Award Winner and Director of the National Park of Belgium, where the first SUN Centre will be placed. We believe that inclusion of this nature-based mindset will be pivotal for mega city and rural integration as well as a decent lifestyle balance. We will also source 4IR material from the World Economic Forum.

SUN will initially establish three centres in 2017, with its global hub in the Hoge Kempen National Park in Belgium, linked to Hasselt University and its Climate Science Research Field Unit, its technology Centre in Ireland and a mobile Centre to promote the concept globally during the International Year of Sustainable Tourism.

Further expansion of the network will incorporate six regional hubs around the world by 2018 and one in every country by 2020, when the Paris Agreement begins to bite. The ultimate goal is a progressively growing global support network to deal with the speed, scale and consistency of grass roots change needed for green growth transformation of such a dynamic, complex, cross-cutting sector.

One thing is for sure, the next generations are the ones who can make the adaptation difference and they will need to be prepared – but it is the current generation who must lay down the foundation stones. SUN can play a key role.



**ABOUT THE AUTHOR**

Professor Geoffrey Lipman leads the SUN Program and was responsible for the original vision and making it a reality. He is President of the International Council of Tourism Partners (ICTP) and Director of *greenearth.travel* and the Green Growth Travelism Institute (GGTI), its not-for-profit foundation. He is a Former President of the World Travel & Tourism Council and Assistant Secretary General UN World Tourism Organisation. [www.thesunprogram.com](http://www.thesunprogram.com)





# Myth-busting

Three myths are weakening the development of executive learning, **Winfried Ruigrok** and **Georg Guttman** explain why it is many firms are struggling to make their executive learning and development work

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*Our report captures the assessments of 350 top executives as well as HR and L&D professionals across a wide range of industries in 13 European countries. The report has uncovered pervasive myths about executive L&D as well as best practice examples from executive L&D champions*

Getting managers ready to take up or extend executive responsibilities has always been important but never easy. Over 90% of companies consider executive learning and development (L&D) key to their long-term success yet only 20% are satisfied with the state of executive L&D in their organisations. Why are only few firms able to capitalise on their executive L&D efforts? What does it take to become an executive L&D champion?

The St Gallen Executive Education Report 2016 offers answers to these questions based on insights from leading companies in this area. Our report captures the assessments of 350 top executives as well as HR and L&D professionals across a wide range of industries in 13 European countries. The report has uncovered pervasive myths about executive L&D as well as best practice examples from executive L&D champions.

**Myth 1:**

**Scarcity of talent keeps firms from excelling in executive L&D**

Scarcity of talent has been blamed for many organisational deficiencies, particularly when it comes to preparing managers to take up executive responsibilities. How big a challenge is scarcity of talent really? According to the St Gallen report less than we often hear. Only 38% of respondent firms claim to be held back by talent shortage. This is good news for L&D professionals and top managers alike.

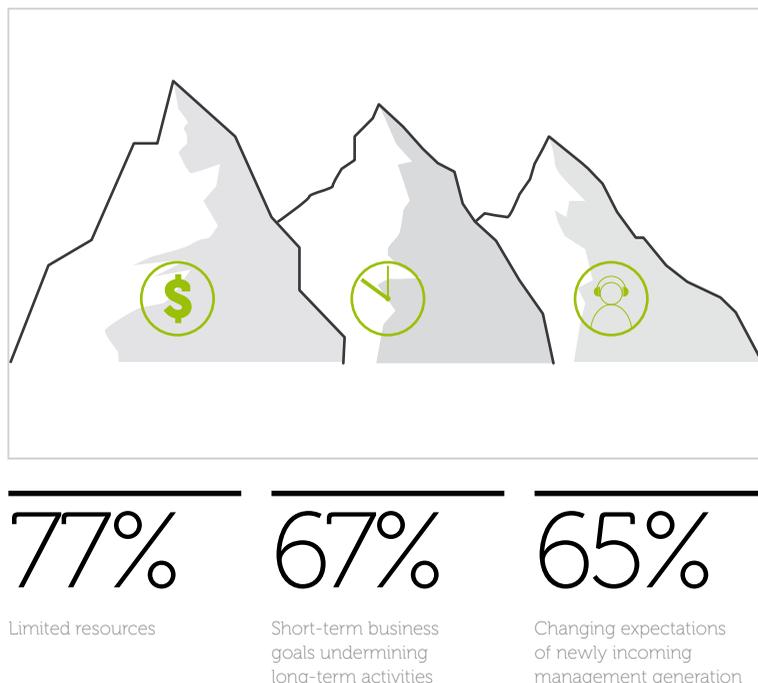
What are the key talent management challenges? Two-thirds of companies indicate that they struggle with changing expectations of the new management generation. For example, today's managers are less than excited by the prospect of spending time in traditional classroom settings and absorbing knowledge in a passive way. Instead, the leaders of tomorrow expect to be taken on a participative learning journey that is flexible and rich in variety.

How can firms respond to these expectations? There are numerous new opportunities to design and deliver executive L&D initiatives. Innovative didactical approaches such as action or experiential learning and new technology-based formats have broadened the portfolio of possibilities. Unfortunately, the financial implications may be overwhelming. New approaches and formats require high investments and often substantial modifications to the corporate learning architecture. Nearly eighty per cent of companies mention resource limitations to be the biggest barrier to advancing their executive L&D.

L&D directors will have little choice but to lobby actively in their organisations to obtain the necessary financial support to meet the L&D expectations of today's younger executives. In doing so, they should explain to the top management team that becoming an executive L&D champion will require advanced solutions.

As one board member and former CHRO we interviewed put it: "Companies should stop treating executive L&D as a cost and start embracing it as a priority investment in the future."

**Figure 1:**  
Top three challenges of executive learning and development





**Figure 2:**  
Chances of becoming an executive L&D champion

**Myth 2:**

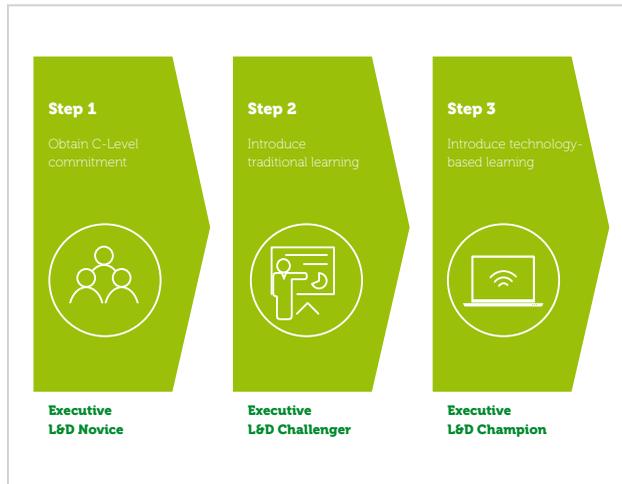
**Executive L&D is just another administrative task for the HR department**

Who should be in charge of driving executive L&D? The answer is not straightforward. Executive L&D responsibilities range from purely administrative tasks (such as implementation of L&D initiatives or the evaluation of providers) to inherently strategic decisions (for example, budget authority or the power to launch strategic L&D initiatives). Today’s reality is that most HR and L&D departments are understood primarily as operational facilitators of executive L&D activities.

L&D directors find it difficult to address the demanding challenges facing executive L&D with the limited means and authority they have at their disposal. The sobering picture that many study respondents paint of the state of their executive L&D is also a result of misaligned hierarchies and reporting structures. Indeed, even the few companies (17%) that report having appointed a Chief Learning Officer (CLO) typically equip their highest-ranking learning steward with operational responsibilities only.

Fortunately, there are clear solutions to this problem. Firms can increase executive L&D effectiveness by strengthening their C-level commitment (the extent to which they appreciate executive L&D as a strategic management challenge) in two ways.

First, organisations with high C-level commitment are much more likely to include executive L&D on their board agenda. Second, in such organisations top managers are more likely to step up their involvement in designing and facilitating executive L&D activities. This latter point



**Figure 3:**  
Steps towards increasing executive L&D effectiveness

may be helped by installing a CLO and equipping him or her with executive responsibilities. Executive L&D success depends heavily on C-level commitment. We find that C-level commitment is the single strongest predictor for becoming an executive L&D champion. The chances of becoming an executive L&D champion without having obtained C-level commitment are at a meagre 8%, compared to 67% when C-level commitment is high. Moreover, many firms with high C-level commitment have also developed other capabilities crucial to successful executive L&D management, such as the ability to employ predictive and analytical measures to support executive L&D decision-making.





# 90%

Over 90% of companies consider executive learning and development (L&D) key to their long-term success yet only 20% are satisfied with the state of executive L&D in their organisations



# 8%

C-level commitment is the single strongest predictor for becoming an executive L&D champion. The chances of becoming an executive L&D champion without having obtained C-level commitment are at a meagre 8%, compared to 67% when C-level commitment is high

### Myth 3:

### Technology-based learning is executive L&D's silver bullet

Few developments over the recent years have been discussed as intensely by L&D officials as the promise of innovative, technology-based learning. Some consider it a silver bullet whereas others reject its potential value. We find that few firms have adopted technology-based learning and that most remain wedded to what they know best, emphasising traditional, face-to-face learning over technology-based learning formats. For example, over three-quarters of firms often use singular classroom courses while two-thirds of companies do not use any form of technology-based learning (such as individual online courses, mobile learning, massive open online courses) frequently. Should corporate decision-makers rethink? Unfortunately, impartial and objective guidance on the true potential of technology-based learning has been sparse. Most reports on the topic have been coloured by the agendas of respective authors and institutions, either by making a case for sticking to existing solutions or insinuating the urgent need to invest in specific new infrastructures.

We find that achieving executive L&D effectiveness follows a clear trajectory. Firms benefit from different learning formats at different stages of their development (see Fig. 3). Simply adding technology-based formats will not create miracles for firms at earlier stages (before they have obtained C-level commitment), formulated an executive L&D strategy and developed more traditional, face-to-face learning formats. Despite the enticing promise of technology-based learning (allowing for faster, more flexible and better tailored delivery of L&D activities), those firms are not able to unlock any performance gains from it.

Our study reveals that the less experience respondents have with a specific technology, the more sceptical they are about its effectiveness. However, overcoming this hesitation will pay off for firms which have done their homework.

It is the select group of companies that have secured top-level strategic ownership and implemented traditional learning formats prior to venturing into technology-based learning that reap measurable benefits from it. Firms that have followed this trajectory report by far the highest effectiveness in their executive L&D, which is why we label them executive L&D champions.

### Towards a strategic approach on executive L&D

Executive L&D represents a form of non-routine investments for a limited group of executives where past pay-offs offer no guarantee for future success. It is a strategic function that requires top decision makers' attention. Executive L&D may perhaps be compared with research and development, which carries equally uncertain pay-offs but is indispensable for most companies' future success.

Top management teams and boardrooms should be directly involved in shaping and supporting executive L&D programmes. Becoming an executive L&D champion means becoming a learning organisation with a highly involved executive suite, an effective learning architecture, and deep knowledge about how to use a wide range of formats and vehicles.

Looking ahead, the imperative of career-long learning and development is likely to become even stronger in the years to come. Companies that fail to acknowledge the importance of executive L&D will likely have difficulties prevailing in an increasingly competitive, uncertain, and complex business environment.

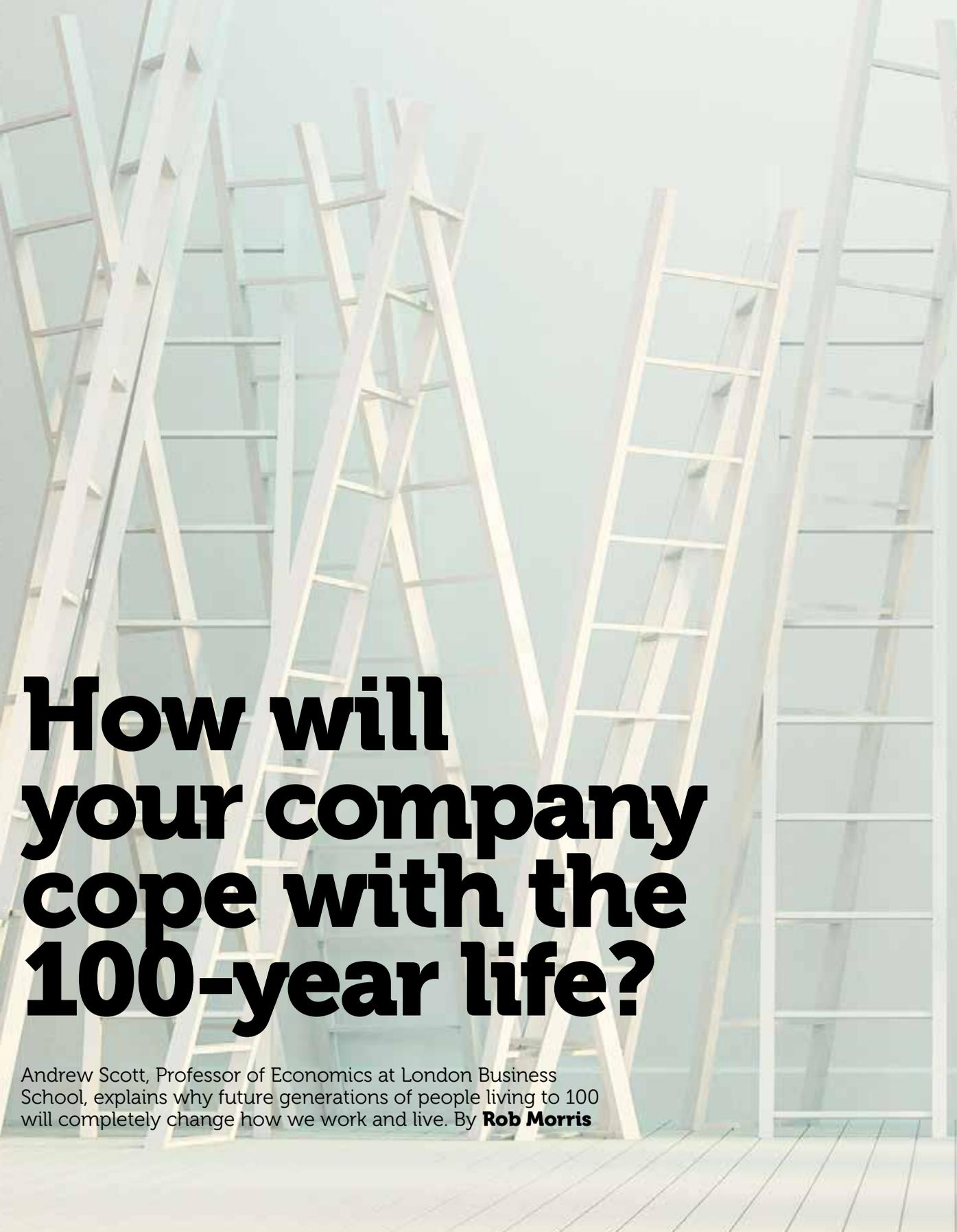
L&D directors should be prepared to be confronted with higher and more sophisticated expectations in the future. We therefore urge firms to not fall for common myths in executive L&D and instead rely on sound evidence to advance their executive L&D.

**Download the St Gallen Executive Education Report 2016: [www.es.unisg.ch/seer](http://www.es.unisg.ch/seer)**



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# How will your company cope with the 100-year life?

Andrew Scott, Professor of Economics at London Business School, explains why future generations of people living to 100 will completely change how we work and live. By **Rob Morris**



**M**edical advances, improved living and working conditions and greater wealth among the middle classes have boosted life expectancy in developed nations. But while younger people can expect to outlive their parents and grandparents, they will need to work longer to support themselves in retirement according to Andrew Scott, Professor of Economics at London Business School (LBS) in the UK.

In his book *The 100-Year Life: Living and Working in an Age of Longevity*, Professor Scott talks about how the traditional three-stage life of education, work and retirement is being replaced with a new structure. The multi-stage life will see people launch their careers later in life, work more flexibly and take time out to raise families.

Professor Scott and co-author Lynda Gratton, Professor of Management Practice at LBS, also expect today's younger generations to spend several years working before striking out on their own. Rather than launching start-ups in their 20s and 30s, people are likely to put their entrepreneurial plans on hold until they reach middle age.

These themes were explored by Professor Scott at the EFMD Sharing Best Practice CLIP Workshop, an event for leading HR professionals organised in collaboration with EFMD, at LBS.

### **Managing mature workers**

Given the demographic "time bomb" facing companies around the globe, organisations have to learn how to accommodate and manage an ageing workforce to avoid severe disruption to their business, according to Professor Scott. He said that at least 50% of babies born in 2007 were expected to become centenarians. Moreover, the number of people living longer – at least to their 80s and beyond – would completely change the nature of work.

"Global life expectancy will have increased from living to aged 30 in 1700 to 86 or 87 on average by 2050, and that's down to improved healthcare and knowledge about the effects of things like fat or alcohol," he said. "The three-stage life that involves education, career and retirement will no longer apply for people with an increased life expectancy. When reaching

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87

Global life expectancy will have increased from living to an average of 30 in 1700 to 87 by 2050

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50%

At least 50% of babies born in 2007 were expected to become centenarians, and the number of people living to their 80s and beyond would completely change the nature of work

their 40s or 50s, people will consider changing careers or becoming entrepreneurs, because they will be spending more years in work than their parents.”

Unlike previous generations, people born over the coming decades will have to work more years to support themselves while enjoying a longer retirement than their parents. This will change the way people of all ages approach their careers, according to Professor Scott.

“People aged 18-30, who I call ‘independent producers’, are doing things differently from their parents,” he said. “They are restructuring their time and the working week, while holidays and weekends are changing, meaning employers have to follow suit.

“These people want to do things differently; they want to blend work and pleasure, experiment and not work for a big corporation. They’re asset-light, so they have no car or house, they hang out in coffee shops and are younger for longer, because they put off starting their careers, getting married, buying a house and having a family.”

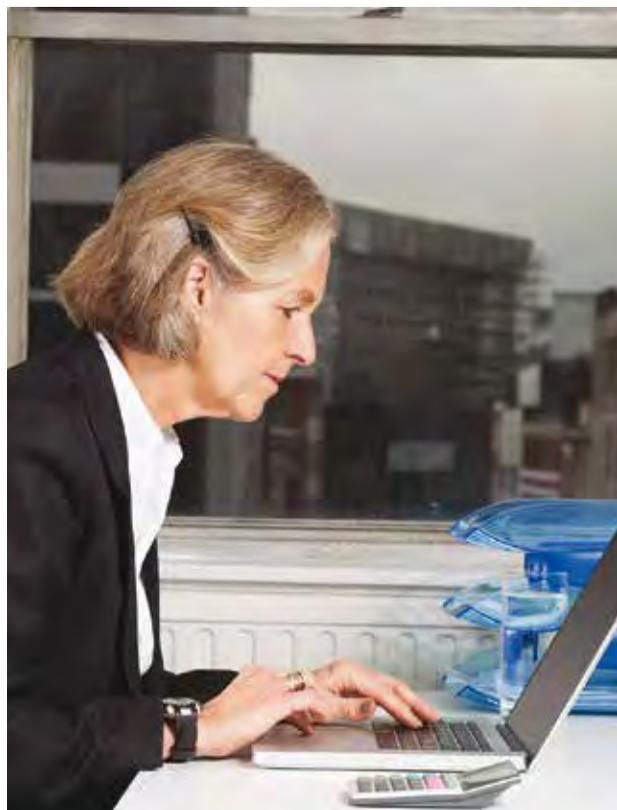
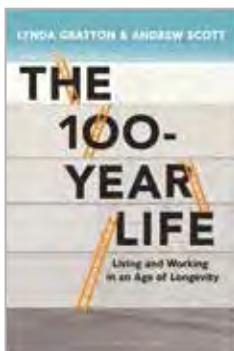
### Asset management

The way younger generations manage their tangible and intangible assets will also change. People will need tangible assets such as savings, property and pensions to support themselves for longer in retirement. Meanwhile, people living the 100-year life must also develop their intangible assets, which fall into three categories: productive, vitality and transformation.

Productive relates to someone’s skills, knowledge and professional network, while vitality represents physical and mental fitness, friends and loved ones. Transformation refers to how ageing employees stay relevant in an ever-changing world.

Referring to transformation, Professor Scott said: “What you learn when you’re 21 won’t keep you in work until you reach your 80s – you have to reinvent yourself, otherwise the knowledge you acquired early in your career will become obsolete.

“People’s cognitive abilities naturally deteriorate as they get older, so ageing workers will need to constantly exercise their brain – a muscle that



develops through training – to continue learning and developing. As they get older, they will also need to take responsibility for making themselves relevant and employable for new roles within their organisation.”

The challenge for HR teams is to attract and retain young people who are less career-focused, while establishing new working policies for more mature employees. “Organisations need a model where the energy of youth interacts with the wisdom of people who have worked for many years,” Professor Scott said. “Young people should have the opportunity to spend time with, and access the expertise of, their elder colleagues.

“If you have people in their 60s working at your company alongside younger employees, who do you want to keep? There needs to be a policy in place to deal with this issue, given that people will be working longer. Deals will need to be renegotiated and you’ll have to decide who to let go. HR teams will have to base compensation on performance rather than age.”

Professor Scott added that businesses would also have to learn how to revitalise older employees, by adapting their current role or giving them new ones and get people from different generations working collaboratively together.



# 5+

One Danish company has no mandatory retirement age. Instead mature workers are encouraged to tell the HR team which role they would like over the next five to 15 years



# 65

The mandatory retirement age for commercial pilots remains at 65, so airlines will need to think about retraining and deploying the pilots elsewhere in the business

## Art of reinvention

The HR professionals who attended the EFMD event at LBS understand the problems facing their organisation. They will be responsible for changing the workplace culture to accommodate different generations of employees and for training mature staff to take on new roles within the business. For example, if the mandatory retirement age for commercial pilots remains at 65, airlines will need to think about retraining and deploying them elsewhere.

However, one of the attendees – a former M&A partner – raised an interesting point: if someone in his profession earns £1 million a year, why would they consider retraining for another role? Providing they had saved and invested wisely, that person would have enough money to retire at 55 or 60.

He also highlighted other challenges for people in his former profession. He claimed that law firms were generally bad at managing and harnessing talented partners, making them ill-equipped to retrain mature workers. Moreover, he pointed out that an M&A lawyer would need to train for years to become a litigation expert, for example.

A Credit Suisse representative provided a more positive outlook on how companies could adapt to ageing workers. Senior personnel at the bank undergo an annual review and are given the opportunity to take on different roles.

Another attendee said that 40-something nurses in the UK's National Health Service have the chance to retrain as doctors and can then spend the next 25–30 years of their career in that role.

Similarly, one representative from a Danish company talked about how the business had no mandatory retirement age. Mature workers are encouraged to tell the HR team which role they would like over the next five to 15 years. The company also draws on the knowledge and expertise of 65–70-year-old former employees by hiring them as consultants.

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*“What you learn when you’re 21 won’t keep you in work until you reach your 80s – you have to reinvent yourself, otherwise the knowledge you acquired early in your career will become obsolete*”

## Wasting no time

Some companies are already exploring ways to attract and retain staff of all ages to tackle the demographic time bomb. Management at the London office of global law firm Linklaters hold regular “jam sessions” where employees discuss their work-life balance and propose policies that would allow them to work more flexibly.

At Google, staff who attend the weekly “Thank God it’s Thursday” meeting can quiz the management about any work-related issue. The company also provides informal learning and development training to their employees.

Other companies offer gap years and sabbaticals, experiential learning and team building to encourage employees to stay. Professor Scott said that in the coming decades, they will have to adapt to the needs of people living the 100-year life, by offering three-day weekends, more holiday entitlement and greater flexibility.

The warning for organisations that have given little thought to how they accommodate more mature staff while balancing the needs of younger generations is clear: the clock is ticking and time is running out.

For more information visit [www.100yearlife.com](http://www.100yearlife.com)

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## ABOUT THE AUTHOR

Rob Morris is Senior Editor at London Business School, UK



# 40~

In the UK's National Health Service, 40-something nurses have the chance to retrain as doctors and can then spend the next 25–30 years of their career in that role

**Daniel Scheu** and **Sabine Kuschel** explain how two very different business schools in two countries created a winning EMBA partnership

# Making a management education partnership





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***'Cologne-Rotterdam Executive MBA' has been created to forge a new generation of business leaders in the heart of Europe and is aimed at managers who already have some experience in leadership roles***



From this year, the EQUIS-accredited Faculty of Management, Economics and Social Sciences, University of Cologne in Germany will be offering a new international, part-time EMBA programme in co-operation with the Rotterdam School of Management, Erasmus University (RSM), also EQUIS-accredited, in the Netherlands.

The “Cologne-Rotterdam Executive MBA” has been created to forge a new generation of business leaders in the heart of Europe and is aimed at managers who already have some experience in leadership roles.

A dedicated joint team from the two schools took less than 12 months to launch this new executive training programme, which will be taught on the University of Cologne campus, the university’s new centre of expertise in management education.

It all began with an idea – to pool the expertise and experience of two prestigious universities and set up a joint programme for executives. The partnership would combine a highly ranked and renowned university, which has been awarded “excellence status” by Germany’s Federal Ministry of Education and Research with one of the top 10 business schools in Europe, the Rotterdam School of Management, Erasmus University, which has more than 40 years’ experience of teaching MBA programmes.

The vision was the brainchild of Professor Ulrich Thonemann, vice-dean of Faculty of Management, Economics and Social Sciences and managing director of the Business School of University of Cologne, and his Rotterdam-based colleague Professor Steef van de Velde, dean of RSM.

The initial concept of a new Cologne-Rotterdam Executive MBA was followed up by numerous talks at various levels plus market and competitor analyses. As well as all the formalities involved in setting up the programme, March 2015 saw the kick-off for marketing activities to present the programme to the public and attract potential students.

The most difficult question was yet to be answered, though – would the programme be able to hold its own in the market? Helping it on its way was the marketing team for the launch, which included Maryke Luijendijk-Steenkamp,

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***After six months of intensive work on a marketing plan covering all the key activities, the big day arrived. In September 2015, The Cologne-Rotterdam Executive MBA was officially inaugurated at a launch event, in Cologne***

director marketing and admissions at RSM, with her team and an abundance of experience, and Daniel Scheu, head of marketing at the Faculty of Management, Economics and Social Sciences in Cologne.

In subsequent meetings in Cologne and Rotterdam, the team worked together intensively on a marketing plan covering all the key activities. Six months later, in September 2015, the big day arrived. The Cologne-Rotterdam Executive MBA was officially inaugurated at a launch event in Cologne.

This was also when the marketing process really got underway – with a new website, brochure and a host of other activities. The event was attended by guests invited from RSM and Cologne, alumni of RSM, prospective students and the media.

The University of Cologne has long been known for providing one of Germany’s best masters programmes. In his launch speech, Professor Thonemann described the promising outlook offered by the new MBA programme: “RSM is one of Europe’s most prestigious business schools, with decades of experience in MBA education. This collaboration enables us to combine the strengths of our two institutions so that we can offer a first-class, international management education programme in Cologne. Our joint programme offers unique opportunities to participants as it merges the global corporate networks and alumni networks of both universities.”

That is what makes the new programme so different. It provides a “win-win-win” situation – for the University of Cologne, RSM, and future students and their employers. Perhaps most significant is that the new joint EMBA programme is a real co-production and not just a “franchise” of RSM’s existing EMBA programme, which would simply leverage existing modules to a new context.

Instead, the programme is taught in equal proportions by faculty from Rotterdam and Cologne. As a result, its contents combine the best of both worlds: the philosophical, sociological and economic underpinnings of a continental European, particularly German, university and the





Anglo-Saxon analytical models and discourse typically taught at highly internationalised business schools such as RSM.

The official signing of the co-operation agreement at the launch event put the final seal on the shared future of RSM and the Business School of University of Cologne. Following a positive response from the press and potential candidates, the marketing campaign was stepped up via MBA web sites, social media activities, a print campaign, promotion at MBA fairs, information events on campus and much more.

The initial reaction, in the form of website conversion rates and brochure downloads, plus the number of interested visitors to our stall at MBA fairs was very impressive. It is no surprise that the programme has proved very popular, what with two EQUIS-accredited business schools offering programmes catered to local demographics but embedded in international practice and discourse – a still somewhat rare phenomenon in Germany.

The combination of a solid local grounding in German business practice and academic scholarship, with a distinct international orientation in terms of modes of analysing and communicating about business topics, is fresh and innovative. The set goals have been exceeded so far.

Now, with the new programme started in September, both schools are delighted with the results; the first cohort of the Cologne-Rotterdam Executive MBA consists of 21 highly motivated students with 40% international background, an average age of 33 years and work experience of eight years in average. That to us is clear proof that it was the right decision to venture into the international continuing education market hand in hand with RSM.

As well as producing a unique programme, taking this step together strengthened business relationships between the two universities at a wide variety of levels. And it led to friendships – which in corporate culture is essential for trust and investment in current and future joint projects.



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**The Cologne-Rotterdam Executive MBA is a part-time programme rooted in the real world.** Participants should have at least four-years work experience and have gathered initial experience in a leadership role.

In addition to management and leadership fundamentals and methods, the Personal Leadership Development programme is a particular highlight. It is designed to ensure that all students achieve the objectives they set for themselves when they embark on the programme. The programme content is delivered in workshops, case studies, simulations, and group and individual work, enabling participants to benefit from the experiences of their fellow students. The two-year programme starts in September. On average, there are classes every two weeks, on Friday evenings and Saturdays. This is supplemented by two full-time weeks and two international study trips.

The Business School of University of Cologne is based in the Faculty of Management, Economics and Social Sciences at the University of Cologne. With around 10,000 students and a large number of professors, the Faculty is one of Europe's largest and most prestigious of its kind. Following the launch of the EMBA programme, further executive education programmes and short seminars for private individuals or business are planned for the future at the Business School of University of Cologne.

[www.business-school.uni-koeln.de](http://www.business-school.uni-koeln.de)

Rotterdam School of Management, Erasmus University (RSM), is one of Europe's leading research-based business schools. It provides ground-breaking research and education furthering excellence in all aspects of management and is based in the international port city of Rotterdam – a vital nexus of business, logistics and trade.

RSM's primary focus is on developing business leaders with international careers who carry their innovative mindset into a sustainable future thanks to a first-class range of bachelors, masters, MBA, PhD and executive programmes. Study information and activities for future students, executives and alumni are also organised from the RSM office in Chengdu, China.

[www.rsm.nl](http://www.rsm.nl)

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A dedicated joint team from the two schools took less than 12 months to launch the new executive training programme

10

The partnership combines a highly ranked university, in The University of Cologne, with the Rotterdam School of Management, Erasmus University, one of the top 10 business schools in Europe which has more than 40 years' experience of teaching MBA programmes

# *'What keeps you awake at night?'*

The question of whether talent management is working would be high on a list for many CEOs and corporate leaders. **Martin Moehrle** analyses the present state of talent management



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*Organisations have risen to the challenge and the practices around talent management have evolved. However, many still struggle with a number of fundamental issues*

“Talent management” consistently features on the *what keeps you awake at night?* list of CEOs and other corporate leaders. At about the turn of the millennium, the term became fashionable (though occasionally turning into hype).

And it became fashionable for very good reasons. Just a few of the issues involved include expected talent shortages, demographic limitations, new attitudes among younger generations, a power shift from employers to employees and a new employment deal, more self-determined careers in line with an increasing transparency of labour markets, a future of work with a split of labour between humans and machines, and increased collaboration across boundaries.

Organisations have risen to the challenge and the practices around talent management have evolved. However, many still struggle with a number of fundamental issues. Here are three observations:

**There is a lot of talk about talent management but little understanding of what it actually stands for in a specific organisational context**

Some organisations have a very exclusive understanding of “talent”, using it to stand for a workforce segment that makes a significant difference to the current and future performance of the organisation. Hence, the identification of those individuals, the acceleration of their development and, most importantly, their retention is of the essence.

Others have a very broad and inclusive view and use talent as a synonym for all people in their organisation and also for organisational talent.

Which approach to take depends very much on the context and the underlying economics of the respective workforce. Can talented people generate significantly higher value than the average person and make a huge difference? Or is the absence of errors the maximum to expect? More often than not such an analytic view is missing.

In addition, there is often confusion regarding the question of whether talent stands for high performance or for high potential – or both.

There is rarely a common understanding across the organisation of what talent management is all about: attracting talent, or managing the talent pipeline or managing the entire workforce?

Some organisations just mean (graduate) recruitment; others mean the identification and assessment of talent, frequently combined with succession planning; and yet others mean all HR practices along the employee life cycle, which might be fine as long as everyone has got the same understanding.

**Talent management comprises a set of business practices that, in most cases, have been developed and managed independently and therefore lack an integrated perspective**

If we take this last view that talent management comprises all HR practices along the employee life cycle, then the talent agenda would be as broad as creating an attractive employer brand and recruitment strategy, driving a performance culture and managing underperformance, ongoing identification and assessment of high potentials, forming of a strong talent pipeline ensuring succession for critical positions, accelerating the growth of talent pools, and the retention and high engagement of the right employee mix.

This agenda would be supported by quite a number of HR practices and, depending on the structural setup, by various HR areas and teams.

Unfortunately, a widespread approach is to manage these practices rather independently, with their own models, systems, databases, client interfaces, and variations across legal entities and geographies. However, talent management practices are rarely independent but influence each other; hence integration would allow a systemic view on workforce dynamics. Situations like overpromising at the hiring front which leads to high attrition rates early on could be avoided.

Integration would enable strategic and cultural alignment as the workforce composition, capabilities and behaviours could be managed in a holistic manner. This would allow sustainable culture change instead of short-lived initiatives with a strong communication element but no real reinforcement mechanisms. It would also allow a much more effective approach to raising, e.g. gender diversity in management.



Eventually, integration would allow for a repositioning of the HR function through the harmonisation and standardisation of select processes, securing consistent HR data and advanced workforce analytics, all preconditions of evidence-based business cases that are essential for top management buy-in and support.

Many HR transformation initiatives aim at just that but they can neither build on nor do they focus on developing a culture of enterprise-wide collaboration. A fear of loss of autonomy and control across various HR areas combined with a lack of shared objectives and planning processes and a legacy of optimising parts instead of the whole have many times stood in the way of an insightful integration.

**When it comes to the main drivers of talent excellence – namely (1) an integrated talent framework and (2) a talent mindset based on management commitment and involvement – the traditional focus of the HR function lies rather on (1) than on (2). This tends to create processes that are not grounded in business reality**

There are two preconditions for achieving world class talent management and creating superior talent outcomes for all stakeholders:

First, an effective talent framework with agreed talent principles, high connectivity of all talent and performance processes that inform and reinforce each other and trigger key people decisions, consistent definitions and language, simple tools with intuitive and self-serviceable interfaces, supported by an excellent talent advisory capability using smart and transparent metrics.

And second, a talent mindset should pervade the organisation, where line managers drive





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When looking into the future we will be forced to rethink our assumptions and beliefs regarding talent management, most of which were formed in the industrial age

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There are two preconditions for achieving world class talent management: i) an effective talent framework with agreed talent principles, and ii) a talent mindset within the organisation



people processes and are fully accountable for talent outcomes. A talent mindset ensures that talent processes are taken as seriously as any other business process and that appropriate time gets allocated; talent gets shared across the enterprise instead of just managed within individual business units with top management clearly promoting the interests of the enterprise.

In the absence of such a talent mindset, even the most sophisticated talent framework will not create a climate that attracts and retains top talent. HR functions are at times tempted to make up for that with an over-sophistication of their talent processes. However, this will alienate line managers even more.

Instead, what is required are simplicity in application and transparency in processes and outcomes, as both will drive managerial accountability. A few tactics can help, such as starting peer-based talent reviews by checking the completion of the agreed action items from the last review. Or showcasing “mindful” leaders and the resulting success in their respective businesses.

### Conclusion

In the last two decades, talent management practices have matured significantly. However, organisations can achieve talent excellence only when they are clear on their fundamentals, and this is where quite a few still fall short.

This includes agreeing the principles on which to build the talent agenda, clarifying who is talent and what is meant by talent management, connecting the various processes and practices in order to collectively form an integrated and effective talent framework, and instilling a shared talent mindset where management recognises talent as the single most important driver of

sustainable performance. A brief survey among a sample of managers, even within HR, could be a good starting point in identifying valuable steps on the path to excellence.

When looking into the future we will be forced to rethink our assumptions and beliefs regarding talent management, most of which were formed in the industrial age. We are currently witnessing the coming of new forms of organisation where individuals are increasingly staffed into assignments and not hired into jobs any more, where multiple forms of contracts co-exist and where talent strategies include people that are at present tagged as “externals. The boundaries between internal and external talent will somehow blur. As a consequence, talent excellence will have to be redefined in the context of “transparent and adaptive talent markets”.



#### ABOUT THE AUTHOR

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# How to survive & thrive in the 21st century

Why are business schools so often wasteful and self-defeating competitors when they could be models of co-operation, co-ordination, and collaboration? There can be transformation says **Dr Ying Zhang**



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*The External economic and political forces and intense competition across regions have brought about a convergence: a world of business schools with fewer organisational idiosyncrasies and less-differentiated value propositions*

Over several decades, education has produced a huge amount of human capital around the world. In this regard, the performance of business education has been outstanding, with ever more business schools producing ever more graduates. However, business education’s trajectory does not seem to lead to what was once seen as its fundamental function: enriching social value and serving both local and global communities.

External economic and political forces, asymmetric information flows between market and education institutions, and intense competition across regions have brought about a convergence: a world of business schools with fewer organisational idiosyncrasies and less-differentiated value propositions.

Pressured by globalisation, standardisation and the income inequality typical of capitalist economies, business schools are now better equipped to compete with each other in offering vocational preparation than to help bring about a more sustainable way of life. Uneven resource distribution across countries and regions also contributes to this phenomenon, as do drastic inequalities in education. Will business education be able to survive and thrive?

There is a downward spiral driven by the “signalling effect of wealth-related indicators.” This is what comes of designing and developing business education for the sake of shareholders’ interests rather than those of the stakeholders and the community at large. A business school’s ranking says more about its ability to prepare students to find a high-paying job for themselves than its ability to prepare students to create jobs for others.

Research, publications, faculty, teaching, and even programmes are more focused on learning from cases of success than from cases of failure. Business schools are therefore pushed into a rat race, each one chasing standardisation in order to survive while trying to generate a bit of differentiation in order to thrive – but they do



so more in the manner of a business than in the manner of an educational institution.

This leads to a very serious paradox of business education; namely, that what is needed is differentiation for different local communities but what is supplied is standardisation for the sake of comparison.

For example, most business schools have saddled themselves with a research model that emphasises narrowness of scope and rigor of methodology while producing little insight about the dilemmas facing actual managers running actual businesses. It then falls to the school's administration to come up with more diversified and innovative programmes and formats. This is the "Matthew Effect," by which those business schools with strong brands and high rankings attract funding with which to upgrade, while the rest are left to struggle and will find it hard to thrive—or even to survive.

Rarely do we see business schools willing and able to pursue an integrative hybrid model to carry out both a social and a commercial mission at the same time in the same place. This capacity has been eroding for decades. The efforts to integrate social and economic missions were always separate and independent rather than systematic. Business education gradually lost its ability and its will to offer holistic, social answers to the questions "who are we?" and "where are we from?"

In these circumstances, I propose that business education should adopt an ecosystem philosophy, attaching a great deal of relevance to a sustainable society and specifically to authentic behaviours,

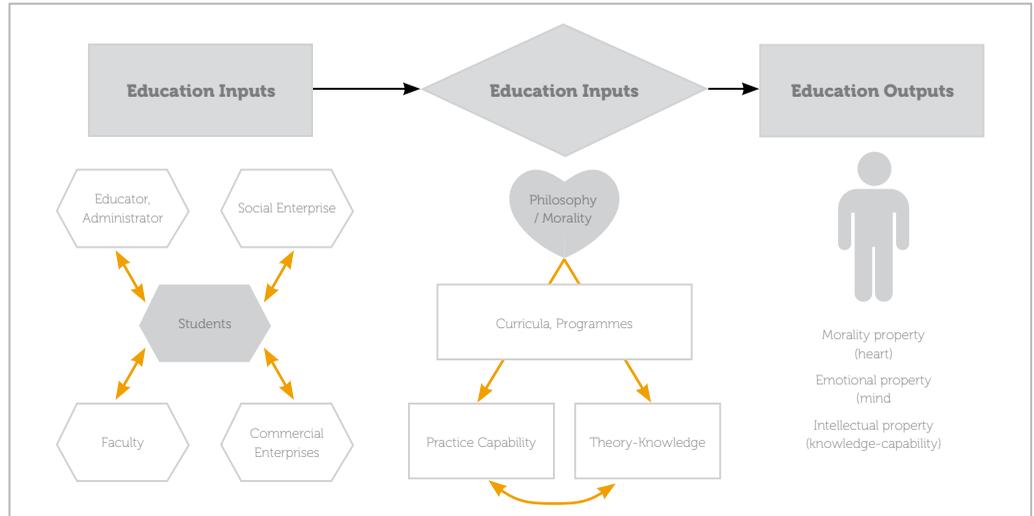
standards of business conduct and how the human race can survive and thrive. Business schools have much to learn from their institutional peers such as medical schools (though they, too, are in transition), about how to design a hybrid, ecosystem-based model for addressing social and economic needs at the same time.

Setting up entrepreneurship centres or innovation labs is a worthwhile step but the next step needs to be more embedded and integrative; for example, building up an embedded "business hospital" to diagnose local business problems, much as medical schools often provide their communities with clinics that benefit the medical students who gain experience by serving in them, the patients whom they serve and the faculty, who have the opportunity to develop new medical knowledge, bring it to the patient's bed, structure it, deliver it in the classroom and ultimately publish it in good medical journals. A business hospital, well integrated into the curriculum, would help MBA students and their professors review and extend their knowledge while contributing to the local economy.

A well-functioning business education ecosystem should nurture its internal stakeholders (faculty, students, alumni, administrators) and co-ordinate them with external factors (government, industry, community, the economy), always aiming for the maximum collective value while managing periodic disturbances.

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In other words, a sustainable feedback loop in this system means that business education should not only lead the economy by creating and distributing knowledge, techniques and standards of conduct but should also collaborate with external stakeholders to collectively create value for the community in the form of a sustainable economy.

If the proposed ideal business education is to carry out a collective vision of social value and to improve the well-being of stakeholders, it must take a network approach to its inputs, processes and outputs. This approach requires internal and external stakeholders to contribute collectively to the philosophy and morality of education and to design a curriculum that combines theory with actual practice and that includes the interactive experiences students need to develop their knowledge and their practical capabilities.

Put another way, a business education should provide students not only with scientific intellectual property – by transferring outer knowledge but with what we might call inner knowledge – by educating the heart and mind to build positive “moral property” and “emotional property.”

If this system is to truly qualify as a professional business education, it must work out a hybrid of knowledge and experience from both academia and practice and must be able to draw from and contribute to both. Its administrators must not only devise a strategy to provide a business

education for a global economy but, even more importantly, must serve and communicate with the social and commercial components of a school’s own local community. This will, in turn, enrich the faculty with new theoretical knowledge and practical experience, making them better qualified to educate their students.

I believe that if business education were structured in this way, with all its stakeholders connected, served, fully engaged and treated fairly, whatever obstacles it faced would be resolved by the system itself automatically, just as they are in a healthy natural ecosystem. The wasteful and self-defeating aspects of the current competition would be transformed into co-operation, co-ordination, and collaboration. Business schools and the societies in which they operate would all be better for it.

*This article is based on a presentation by Dr Ying Zhang to an EFMD conference in Edinburgh, UK, in April 2016. It draws on her recent study of business school development, her experience as an associate dean and a faculty member of one of Europe’s largest business schools, and experience in the Chinese and American education sectors.*



**ABOUT THE AUTHOR**

Dr Ying Zhang is Associate Dean for China Business and Relations at Rotterdam School of Management, Erasmus University, Netherlands, and a visiting scholar at Harvard Business School and a visiting research fellow at Harvard Law School, both in the US. She is also a professor in the fields of entrepreneurship and innovation, Chinese business, and the Chinese economy. <http://www.rsm.nl/people/ying-zhang/>

# Start-up

Emerging economies need an effective entrepreneurial ecosystem that is government-enabled, youth-led, private sector-supported and future-oriented says **Sherif Kamel**



*Thinking big from the outset definitely helps the dissemination of an entrepreneurial culture and for emerging economies such as Egypt it could be the ideal transformational socioeconomic platform*

**E**ntrepreneurship has, over the last decade, dominated various societies, communities and markets in both developed and emerging economies, giving growing tech-savvy and interconnected young populations around the world the potential opportunities offered by information and communication technologies (ICTs).

However, innovation in general and in ICTs in particular cannot solve all the problems or answer all the economic and societal challenges that have developed over many decades, especially in emerging economies. While ICTs surely represent an enabling environment that can make a difference, such technologies should be coupled with proper legal, regulatory and support environments and an effective and comprehensive ecosystem.

Having said that, building an entrepreneurial ecosystem requires engaging diverse economic stakeholders across the different stages including the private sector, the government sector, non-governmental organisations (NGOs), and other institutions and individuals that can enrich and effectively support an entrepreneurial culture.

The culture of entrepreneurship should be built in-sync, bottom-up and top-down, seamlessly and simultaneously. It is a mindset that transforms society to think entrepreneurially rather than being just focused on start-up enterprises. Noise should be created all along the process to provide the required momentum, passion, drive and energy. The role of youth, practitioners, academics, industry experts, business leaders, mentors, investors, innovators, educators, trainers and more can never be discounted within the entrepreneurial space. But it has to be a collective effort where everyone is effectively engaged, empowered and successfully contributing.

There is never a perfect time to start promoting entrepreneurship but, whenever the ball starts rolling, it has to be disseminated across the community and it has to be open to risk taking, problems, challenges, venturing into the unknown, and failure. Success is only one element of the journey. Thinking big from the outset definitely helps the dissemination of an entrepreneurial culture and for emerging economies such as Egypt it could be the ideal

transformational socio-economic platform.

Since the mid-1980s, Egypt has been gradually experiencing a technological transformation with implications for the different sectors of the economy. This has been coupled with several socio-economic transformations and opportunities that could hold the key to a much better and prosperous future. The crucial building blocks in the equation are human capital and universal technology diffusion.

Egypt's population is growing at a rate of 2.1%, or over 2.4 million people per year, and technology access has been rapidly increasing across the country with over 52% and 114% internet and mobile penetration rates respectively. No less than 60% of the population is under the age of 25, reflecting a young society in a nation that is home to more than 90 million citizens.

Both elements provide a unique opportunity for change and improvement, and the intersection of technology, innovation, youth and entrepreneurship could be the enabling platform. Such trends apply to most emerging economies. Universal access to ICTs means unlimited access to knowledge, people, opportunities, ideas and the world at large regardless of time and distance and should never be confined to certain segments of society. This in itself can provide the infrastructure required for a globally competitive edge rather than being a liability.

Investing in creating a pool of energetic, passionate, technology-savvy entrepreneurs and change agents who can make a difference is exactly what emerging economies need, Egypt included. Creating an entrepreneurial culture is never a one-man show nor the playground or the creation of one organisation. It is the collective effort towards common goals: creating jobs, establishing enterprises and boosting economic productivity.

No less than 7.1 million public servants represent a huge pressure on the government and public administration in Egypt. However, that figure leaves a large segment of the population ready for a more robust, competitive and mostly service-oriented private sector. For every challenge there is an opportunity that can be created and that is the entrepreneurial spirit that needs to be embedded in the popular mindset.

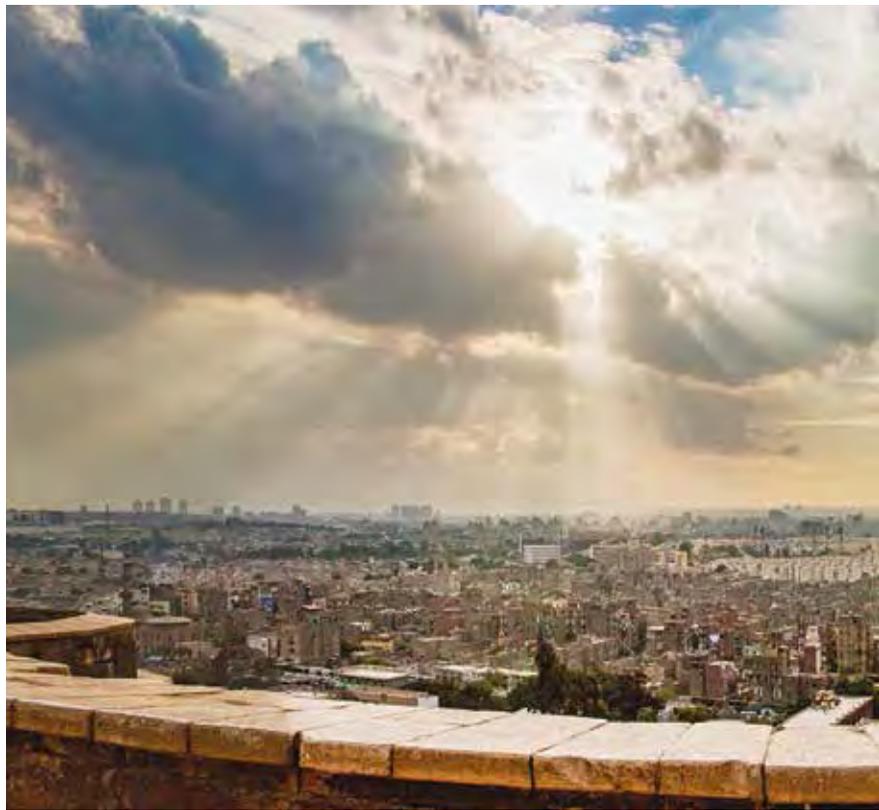
The more diversified and varying challenges there are, the more opportunities and breakthroughs that could be created given the deployment of an innovative approach that is customised to local markets.

In many ways, small and medium-sized enterprises (SMEs) are the primary avenue by which entrepreneurs provide the economy with a continuous supply of ideas, skills, and innovative products and services. In countries with a “youth opportunity” such as Egypt, SMEs become a possible platform for employment and job creation in major cities as well as in remote locations. Today, SMEs employ the majority of the workforce in Egypt, around 7.5 million people, and account for 50% of the nation’s GDP; around 10% or more are led by women and 90% of the total volume of establishments are family businesses. However, the majority of SMEs are not registered, so most probably double these figures are active in the grey economy; that would mean that SMEs represents 80% of the total employment in Egypt.

Moreover, in 2015, in an attempt to promote and improve inclusive growth and employment, the Central Bank of Egypt (CBE) has begun to expand lending to SMEs. In addition, the CBE announced that credit to SMEs must account for at least 20% of any commercial bank’s loan book by 2020, a total that could easily reach \$25 billion as opposed to the current 5% of bank loans that are provided to SMEs.

Such decisions are coupled with a growing number of support institutions represented by associations, NGOs and the private sector, all promoting a growing, collaborative and effective entrepreneurial ecosystem that is diversified, technology-driven, responsible and committed to society. Less than 10 years ago such action was nascent and limited, demonstrating the magnitude of the potential and the untapped opportunities in the market.

In Egypt, some of the main players that have been established and/or joined the entrepreneurial ecosystem over the last decade include the American University in Cairo (AUC) Venture-Lab, Flat6Lab Egypt, Injaz Egypt, Egyptian American Enterprise Fund (EAEP), Cairo Angels, the American Chamber of Commerce



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***In the 21st century, young graduates are more than ever eager to start their own business, be self-employed, make a difference and contribute to society. They want to take risks, venture into the business world...***

in Egypt, Endeavor Egypt, Rise-up Summit, Rise Egypt, Nahdet El-Mahroussa, the Technology Innovation and Entrepreneurship Center (TIEC), Pyramids 138, Ashoka and many more that are in the process of being formed and/or increasingly contributing to a collaborative and increasingly effective ecosystem that can have sustainable and scalable implications.

Egypt is not known for being rich in oil but it is definitely blessed with one precious resource that in many ways is the “oil” of the 21st century – human capital. This is an incredible force that could take the country forward through the creation of a start-up culture that could be scaled-up across the nation’s different provinces but that could also proliferate across other emerging economies given that most have similar demographics as Egypt.

The name of the game is start-ups and SMEs. They could make a difference if the proper legal,






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# 2.1%

Egypt's population is growing at a rate of 2.1%, or over 2.4 million people per year, 60% of the population is under the age of 25, reflecting a young society in a nation of more than 90 million citizens

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# 800k

There is a need to create over 800,000 jobs every year in Egypt, but with 4,000 villages in Egypt, the potential is huge

entrepreneurs, the more likelihood a growing number of start-ups will prevail. It is all about scalability and the continuous flow of ideas that can go to the next level.

With 4,000 villages in Egypt, the potential is huge and with challenging conditions, innovation becomes a model by which underprivileged communities kindle the passion, determination and will to make a difference and improve their standards of living.

The best ideas come in desperate times and real motivation happens when people are more challenged economically and socially so what really counts is human capital and people's effective role in society as agents of change and, more importantly, the transformational impact they can help realise.

Creating a thriving entrepreneurial culture and start-up ecosystem requires both talented individuals and a receptive and enthusiastic society. Therefore, while spreading the notion of entrepreneurship to a broader audience across the community, there is a need to identify, mentor, incubate, finance, connect and support those who possess natural talents and facilitate their success moving forward.

From the theoretical and academic to the practical and applied, a well-established entrepreneurial culture could be on its way to help build Egypt's economy in a more inclusive and impactful way and could be the platform for a start-up culture, a start-up society and a start-up region. For emerging economies, it is time for an effective entrepreneurial ecosystem that is government-enabled, youth-led, private-sector supported and future-oriented.

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#### ABOUT THE AUTHOR

Sherif Kamel is professor of management and vice president for information management at the American University in Cairo. He was the founding dean of the university's School of Business. During his tenure as dean (2009-2014), Kamel led a major repositioning of the school and initiated EQUIS, AMBA and ACCET accreditations. The school was also recredited by AACSB in 2011. The school became ACCET accredited in 2011 and gained AMBA and EQUIS accreditation in 2014. Moreover, he helped establish the Center for Entrepreneurship and Innovation investing in Egypt's young promising entrepreneurs becoming a leading educational partner in the entrepreneurship ecosystem and helped establish the university's Venture Lab becoming Egypt's primary university-based incubator focusing on startups that can realize scalable impact on the community.

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# 75%

Today, SMEs employ the majority of the workforce in Egypt, around 75%, and account for 80% of the nation's GDP

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# 90%

Many of these SMEs are led by women, and 90% of the total volume of establishments are family businesses

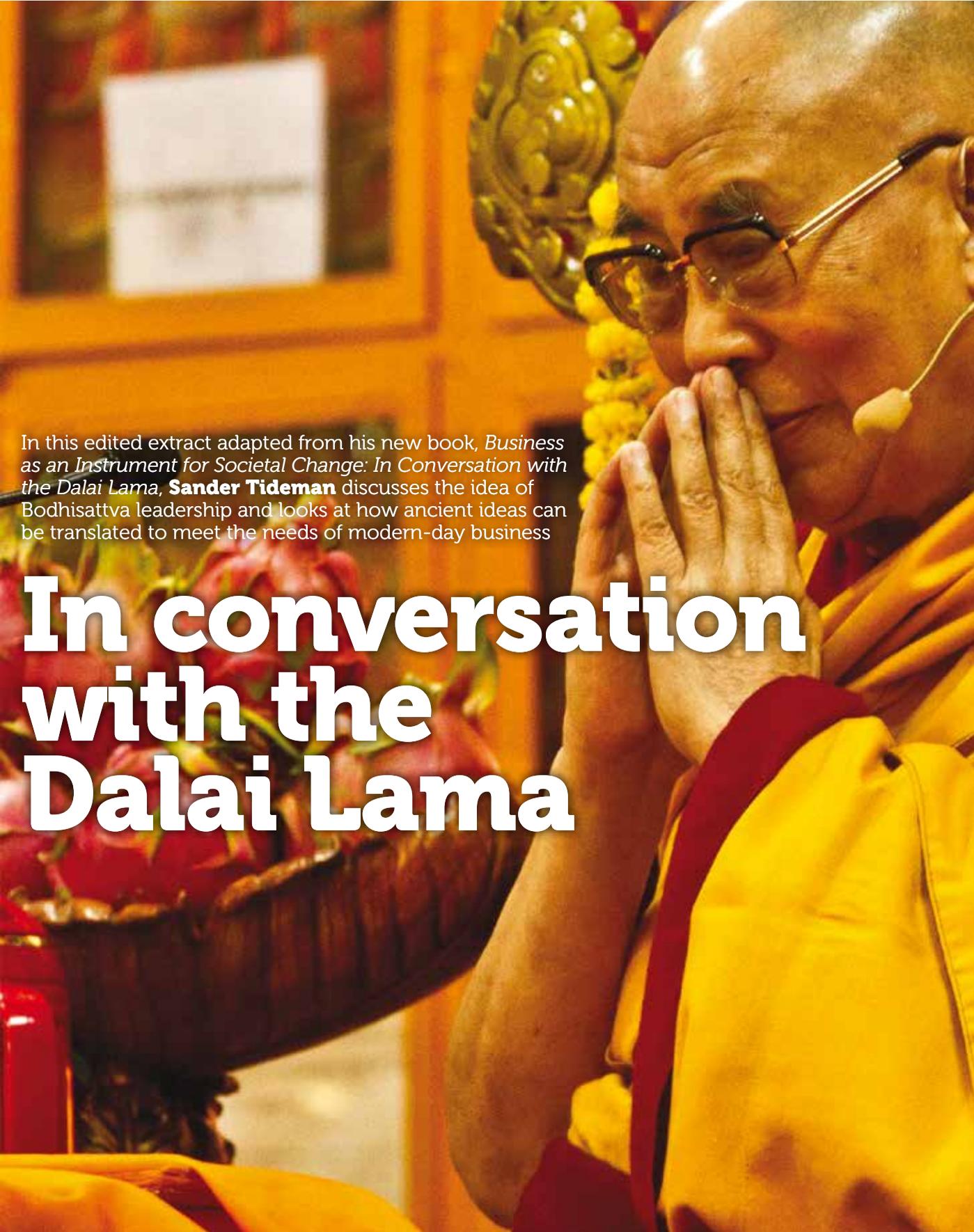
investment, regulatory, educational and other support mechanisms are in place. No scaling-up can happen unless the right infrastructure and "infostructure" is timely, disseminated and institutionalised.

SMEs have the potential to create thousands of jobs and enterprises in the years to come and that is exactly what emerging economies such as Egypt need. However, to be able to promote a scalable and sustainable impact, it is much more rewarding and effective for Egypt and emerging economies in general to create an entrepreneurial culture than to simply promote entrepreneurship, start-ups and SMEs.

In the 21st century, young graduates are more than ever eager to start their own business, be self-employed, make a difference and contribute to society. Unlike previous generations, they are not primarily looking for opportunities as civil servants. They want to take risks, venture into the business world, even if they do not have all that it takes to be successful in a competitive, global and dynamic marketplace.

With the need to create over 800,000 jobs every year in Egypt, the path for development and growth can only be created through a scaled-up, agile, competitive and growing start-up community. The bigger the base of potential





In this edited extract adapted from his new book, *Business as an Instrument for Societal Change: In Conversation with the Dalai Lama*, **Sander Tideman** discusses the idea of Bodhisattva leadership and looks at how ancient ideas can be translated to meet the needs of modern-day business

# In conversation with the Dalai Lama



***"Leaders are not born or made, but cultivated and developed. The best way to develop leaders is through the training of values."***

The Dalai Lama

**I**n Buddhism, someone who decides to take on the path of cultivating his mind to the fullest is called a Bodhisattva. Given the interconnected nature of reality, the Bodhisattva does not make a distinction between self and others. While the principal focus is the development of their own mind, they are equally concerned with the world around them. Given that we and others are interconnected and interdependent and that our happiness in the ultimate sense relies on the happiness of others, compassion is considered a natural state. The Bodhisattva, therefore, works on their mind to develop wisdom while practising compassion.

The Bodhisattva (literally "being on the path of awakening") can be described as a spiritual warrior: theirs is essentially an "inner warrior," someone fighting the *inner* enemies of ignorance, selfishness, greed and anger rather than fighting any *outer* enemies. Yet their purpose is serving the interconnected world at large. The Bodhisattva is the Buddhist metaphor for leadership, embracing both inner and outer leadership.

In Asian history, therefore, rather than merely renouncing the outer world, Bodhisattva warriors often intentionally took on roles in the outer world as statesmen, teachers, artists and writers, which allowed them to serve others while simultaneously engaging in an inner practice to transform their own mind. The Bodhisattva is the ideal of the Buddhist tradition that the Dalai Lama belongs to and in my mind, the present Dalai Lama represents and embodies this tradition to the fullest.

Since the Bodhisattva, unlike any other leadership archetype, is based on the wisdom that understands the interconnected nature of reality, I felt that the concept could serve as inspiration for leadership that has to deal with complex interconnected challenges such as sustainability, as the principles behind the

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In 2007, Sander Tideman travelled to Eastern Tibet to engage in a two-week programme of leadership development using a combination of practices from Buddhism and the new schools of leadership transformation



Bodhisattva practice are similar to those driving sustainability. I therefore felt that the Bodhisattva could be a role model for the new type of leadership that we need in business: a modern-day warrior for sustainable system change at three interrelated levels: the individual, the organisation, and the collective, spanning both the “inner” and the “outer” dimensions.

How can we translate these ideas to the modern context of business? If a company’s leadership is oblivious to the needs of its stakeholders, on whom it depends for its long-term survival, the firm is bound to experience trouble at some point in time. For example, customers will stop trusting the brand. In contrast, if the leadership of the company understands and caters for the needs of its stakeholders (in balance, of course) it is likely to be successful in the longer term, simply because this mindset allows them to see more and better adapt to future needs.

Wisdom is the firm’s ability to see its interdependence with other stakeholders, while compassion is the ability to serve stakeholders’ needs. Since the leadership of companies such



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***Wisdom is the ability of a firm’s leadership to see its interdependence with other stakeholders, while compassion is the ability to serve stakeholders’ needs. Therefore leadership of companies that employ such “compassionate” stakeholder-oriented mindsets are likely to be more successful in the long run than those who employ more limited, self-oriented mindsets***

as Unilever and Medtronics employ such “compassionate” stakeholder-oriented mindsets, they are likely to be more successful in the long run than those who employ more limited, self-oriented mindsets.

In this way, Buddhist principles of wisdom and compassion can make sense to business strategy. I started to envision the possibility of training leaders to become “sustainability warriors”. While much of the current global sustainability crisis is unprecedented, it appears that the interconnected and interdependent worldview that solutions to the crisis are calling for has been recognised and practised by leaders in Buddhist-inspired civilisations such as Tibet. The preservation of the contemplative traditions like the Bodhisattva path suggests that the leadership practice we need to employ in order to deal with this new paradigm may already exist.

The only problem, I thought, is that the terminology used to express these ideas is cloaked in religious connotations. This does not work for the secular business mind. Expert translation between the two worlds is needed. It then dawned on me that perhaps I, by having a foot in both worlds, had a role to play in designing a theory and practice of leadership suitable for the system change that is needed and aligning it with proven concepts and methods from Buddhism.

I decided to experiment. One year, sitting on a mountain slope in front of a Buddhist monastery in Tibet, I conceived of a leadership journey to Tibet. The next year, in the summer of 2007, I travelled with a dozen business people to Eastern Tibet to engage in a two-week programme of leadership development using a combination of practices from Buddhism and the new schools of leadership transformation.

In the spirit of the Bodhisattva, the inner transformation process was designed for the sake of outer transformation. Inner and outer worked two ways: while traveling in the inspirational landscape, we asked people to reflect on their internal mindscape – the frames of references through which they look at the world – and how these inspirational outer experiences can bring inspiration to their lives and jobs. Through meeting with Tibetan Buddhist masters and nomadic farmers, and sitting silently gazing at vast skies or nightly campfires, several participants were able

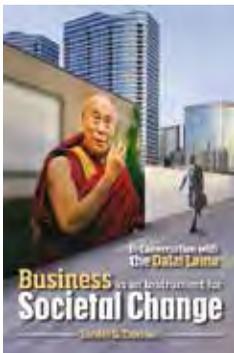
to create a new vision for their work and life. In fact, all participants enjoyed some sort of mind-shifting experience.

Rein Heddema, a former colleague and human resource director at ABN AMRO Bank who joined me on the first journey, wrote to me some years afterwards: “This journey created a profound positive change for me in my work and private life. Even many years later, I still experience the beneficial effects. It was a true turnaround, a once-in-a-lifetime experience”.

I repeated this experiment every year. Later I added other destinations, including Bhutan, Mongolia and, closer to home, in the Swiss Alps. In Bhutan, we guided the participants in an exploration of the concept of gross national happiness. The culture and pristine landscape of Bhutan provided inspiration for participants to redesign their own life and work into a more positive and joyful direction. How could they as leaders, while learning from Bhutan’s unique development philosophy, transform their organisations into a force for societal happiness?

Designing and leading these journeys was a very satisfying experience for me. Finally, I had found a professional expression of the many threads that made up my work—sustainability, leadership, business and Buddhism fused into one programme.

***Business as an Instrument for Societal Change: In Conversation with the Dalai Lama*** is written by Sander Tideman and was published by Greenleaf Publishing in August 2016. The book (right) is available to order from [www.greenleaf-publishing.com](http://www.greenleaf-publishing.com).



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#### ABOUT THE AUTHOR

Sander Tideman became an expert in leadership and sustainable business after a successful career as a banker and business consultant. He has worked with organisations across the world and is Managing Director of Mind & Life Europe, a faculty member at the Department of Business-Society Management at Rotterdam School of Management, Erasmus University, and a co-founding partner of the Flow Foundation and Flow Impact Fund. After a meeting with the Dalai Lama as a young man, he developed a lifelong friendship that would prove to be very significant in informing his thinking.

# ePortfolios: what employers think

**Kim Watty** and **Jade McKay** explain the benefits – for both employers and business graduates – of ePortfolios, and what employers think of them

Graduate employers are seeking the best and brightest students who provide a strong “cultural fit” with their organisations. Solid grades are important but not critical for many employers. They are looking for evidence of well-developed generic/employability skills as they cast a keen eye on potential hires.

In higher education institutions around the globe, ePortfolios are increasingly being viewed as a tool to not only improve the learning experience of students but also to enhance the employability, career development and professional identity of business graduates.

In the diverse and constantly changing landscape of the global business world, graduates are required to be able to operate successfully in the complex 21st century environment. Developing business graduates who are equipped to operate within this complex global business environment is thus a priority for higher education institutions.

In light of their potential to develop engaged, reflective lifelong learners, and develop and showcase employability, it is not surprising that ePortfolios are increasingly being used in higher education institutions around the globe.

In the US and Canada, for example, 54% and 52% of students respectively report having used them in their studies and this is a trend

that looks set to continue. In the Australian context, interest surrounding ePortfolios continues to grow. But while ePortfolios are used extensively in some disciplines, business education has been slow to embrace their potential.

Our own study found that using ePortfolios in business education not only helps students prepare for careers in the knowledge economy but also equips them to operate in the new, complex 21st century business world.

## How they benefit students

For business graduates, the competitive market for employment demands that they are able to stand out in a crowd. An ePortfolio provides an opportunity for graduates to do precisely that. It functions as a record of a student’s learning, evidencing what they have achieved over the course of their academic career and enabling them to use it well beyond their degree as they enter the professional world or pursue further studies.

An ePortfolio can be used as a reflective tool documenting their strengths and challenges they may have faced. More importantly, it has the potential to provide a snapshot view of what makes the student an employable graduate.

The importance of this is heightened by the fact that universities are now faced with a generation

# 54%

In the US 54% of students report having used ePortfolios in their studies, and this is a trend that looks set to continue...

# 52%

...and similarly in Canada 52% of students said they had used ePortfolios





of students who are always connected, communicating and clicking and ePortfolios speak to this tech-savvy generation. And in an age when one's digital presence is of utmost importance – particularly in the professional world (see, for example, LinkedIn) – ePortfolios offer a way for students to develop and promote their brand equity or professional digital identities.

Increasingly, this online information is accessed as part of the employment process used by graduate employers. ePortfolios thus offer a way for students to develop successfully their online presence and showcase their competencies including communication, academic grades, creativity and key digital literacy-related employability capabilities.

At the Deakin Business School in Australia, for example, ePortfolios are widely used at both whole-of-degree and whole-of-major levels, enabling students to collect, curate, reflect and share evidence of their learning in the skills areas relevant to graduate employers.

### **What is an ePortfolio?**

According to one definition an ePortfolio is “an electronic collection of meaningful artefacts which provides evidence of learning, competencies and employability”.

As two academics explain:

“Recent years have seen growing interest in electronic learning portfolios (e-portfolios) as a tool to support student learning across higher education. The concept of an e-portfolio is multifaceted – it is a technology, a pedagogical approach, and a process, as well as a product. Its purpose can range from tracking development within a program to finding a job or monitoring performance”.

An ePortfolio provides an opportunity for students to reflect on their unique and diverse approaches to learning and to generate evidence of the employability skills valued by graduate employers, including digital literacy, self-management, creativity and innovation, communication and problem solving, to name but a few.

Providing this evidence may enhance the opportunity for graduate employers to source the best candidate. While the primary purpose of

ePortfolios is to provide students with a broader, scaffolded and more integrated learning experience to foster stronger preparation for their professional life, research shows that ePortfolios have the potential to enhance graduate employability; prompt students to reflect on learning; provide a repository of student work, achievement and feedback and provide evidence of student achievement of professional capabilities.

ePortfolios are also said to facilitate a range of competencies and benefits including:

- Active learning skills
- Goal setting (both education and career)
- Independent learning/autonomy
- Collaborative learning
- Cross-curricular competencies
- Interpersonal communication skills
- Self-assessment, self-evaluation and self-regulating skills
- Digital literacy skills
- Work readiness
- Lifelong learning
- Self-management
- Self-awareness

“”

***While the primary purpose of ePortfolios is to provide students with a broader, scaffolded and more integrated learning experience to foster stronger preparation for their professional life, research shows that ePortfolios also facilitate a range of competencies and subsequently enhance graduate employability***

### **So what do employers think?**

In our national study, a total of 14 interviews were carried out with Australian business employers. Respondents varied in terms of the types of organisations in which they worked (ranging from large organisations, medium-sized businesses, sole enterprises, the “Big Four” accounting firms, retail, consulting and marketing).

Employers were asked a series of questions about ePortfolios including:

- 1.** What role do they play in the application process?
- 2.** Are they valuable? Why? What do they tell you about the applicant?
- 3.** Is there a role for extending ePortfolios into the workplace? Why?
- 4.** Do you see this type of resource as having a role to play in an application for employment?
- 5.** How might they be best used?
- 6.** What evidence/information would you like to see in an ePortfolio?
- 7.** What might they reveal about an applicant that your current process does not?
- 8.** Is there are role for extending ePortfolios into the workplace? Why? How?

While the majority of employers interviewed did not have knowledge of ePortfolios, once explained to them, all employers saw their potential in the recruitment process. This potential was seen to lie in offering a better “feel for the person”, “bringing the graduate to life” and providing greater insight into graduate attitudes and experience, and overall insight into graduate capabilities and employability.

One employer commented that “it just provides that terrific additional depth that you can’t really put on a CV” while another said: “I guess it would give... more of an insight into the individual and their background... So it’s a... more personalised kind of approach than what we do see... on paper it sort of brings the person to life, which is important... I guess it would depend on how focused the ePortfolio is and how well put together it is but that in itself would say a lot about candidates”.

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In our national study, a total of 14 interviews were carried out with Australian business employers – respondents varied ranging from large organisations, medium-sized businesses, sole enterprises, to the “Big Four” accounting firms, retail, consulting and marketing

Employers identified the following as key benefits:

- Provides a body of evidence
- Helps in the recruitment process (with narrowing-down selection)
- Caters to the next generation
- Helps employers get a “feel for the person”
- Offers an in-depth understanding of the applicant

Touching on the importance of the ePortfolio approach in the current technological era where younger generations are *au fait* with technology, one respondent stated: “The culture of the next generation of applicants joining us... they are digital natives and are used to it and should we not provide this avenue?”

Employers viewed ePortfolios as a way to extend and enhance traditional recruitment processes to some extent.

“I quite like the concept of having a body of evidence that can be used to sort of help you understand how they think and how they form their conclusions and judgements... I think it then differentiates those candidates... it’s giving us even more insight into those individuals.”

They also indicated that ePortfolios have the potential to reveal the following about applicants that traditional interview processes cannot:

- Personalised body of learning evidence against generic skills
- Learning style and preferences
- The lens through which they view the world/life
- Communication tool

The employers were further asked what type of content and inclusions they would like to see in a graduate ePortfolio. They indicated that they would like to see graduate ePortfolios contain items such as evidence and background relevant to the job application; applicants critiquing something; evidence of learning, progress, thinking, judgement; and offering information more visually.

Employers did, however, allude to potential issues with ePortfolios in graduate recruitment. They suggested that ePortfolios might be time-consuming, may end up being template-like and that information might be difficult to verify. These issues are important as we progress ePortfolios in business education.



### Sources and further reading

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#### FURTHER INFORMATION

Further information about the study can be found at – [www.buseport.com.au](http://www.buseport.com.au) or contact Professor Kim Watty [kim.watty@deakin.edu.au](mailto:kim.watty@deakin.edu.au).

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# Upcoming events

Global Focus  
Iss.3 Vol.10 | 2016

## October 2016

### Event

#### The Sixth International Business School Shanghai Conference

### Dates / Venue

16-18 Oct / Brussels, Belgium

### Host

Antai College of Economics and Management, Shanghai Jiao Tong University

### Event

#### EFMD WORKSHOP: Market Trends, Quality & Accreditations

### Dates / Venue

24-25 Oct / Rovinj, Croatia

### Theme

Quality in Higher Education: Learning in the Global Frames

### Host

Faculty of Economics in Rijeka & Faculty of Economics and Business Zagreb

### Event

#### First Annual EFMD@Solvay PhD in Management Job Fair and Conference

### Dates / Venue

28-30 Oct / Brussels, Belgium

### Host

Solvay Brussels School of Economics & Management, Université Libre de Bruxelles (ULB)

## November 2016

### Event

#### EFMD GN Americas Annual Conference

### Dates / Venue

2-4 Nov / Buenos Aires, Argentina

### Host

IAE Business School Followed by an EFMD Quality Services Information Session

### Event

#### GBSN and EFMD Africa Conference

### Dates / Venue

2-4 Nov / Accra, Ghana

### Theme

What's next for Africa?

### Host

The Ghana Institute of Management and Public Administration (GIMPA)

### Event

#### Career Services Conference

### Dates / Venue

16-18 Nov / Jouy-en-Josas, France

### Host

HEC Paris

### Event

#### EQUIS and EPAS Accreditation

### Seminars

### Dates / Venue

21 -23 Nov / Hong Kong, China

### Host

College of Business, City University of Hong Kong

## November 2016 cont

### Event

#### Conference on Master Programmes

### Dates / Venue

28-30 Nov / Oslo, Norway

### Theme

Agility in Changing Times

### Host

BI Norwegian Business School

## December 2016

### Event

#### 2017 EFMD Advisory Seminar

### Dates / Venue

5-6 Dec / Brussels, Belgium

### Theme

Alumni Relations

### Host

EFMD

## February 2017

### Event

#### 2017 EFMD Conference for Deans & Directors General

### Dates / Venue

2-3 Feb / Ljubljana, Slovenia

### Theme

Leading in a World of Uncertainty

### Host

University of Ljubljana, Faculty of Economics

## March 2017

### Event

#### 2017 EFMD Entrepreneurship Education Conference

### Dates / Venue

8-10 Mar / Sheffield, UK

### Theme

Entrepreneurship inside Organisations  
University of Sheffield Management School

### Event

#### 2017 EFMD (ESMU) – HUMANE Winter School

### Dates / Venue

19-24 Mar / Barcelona, Spain

### Host

UPF Universitat Pompeu Fabra Barcelona

### Event

#### 2017 EFMD MBA Conference

### Dates / Venue

26-28 Mar / Athens, Greece

### Host

ALBA Graduate Business School

## April 2017

### Event

#### 2017 EFMD Conference for International and External Relations, PR, Marketing, Communication and Alumni Professionals

### Dates / Venue

6-7 Apr / Singapore, Singapore

### Theme

Combining Tradition and Innovation in Business Education

### Host

Singapore University of Management, Lee Kong Chian School of Business

## June 2017

### Event

#### 2017 EFMD Annual Conference

### Dates / Venue

7-9 Jun / Berlin, Germany

### Host

ESMT

## More information

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