

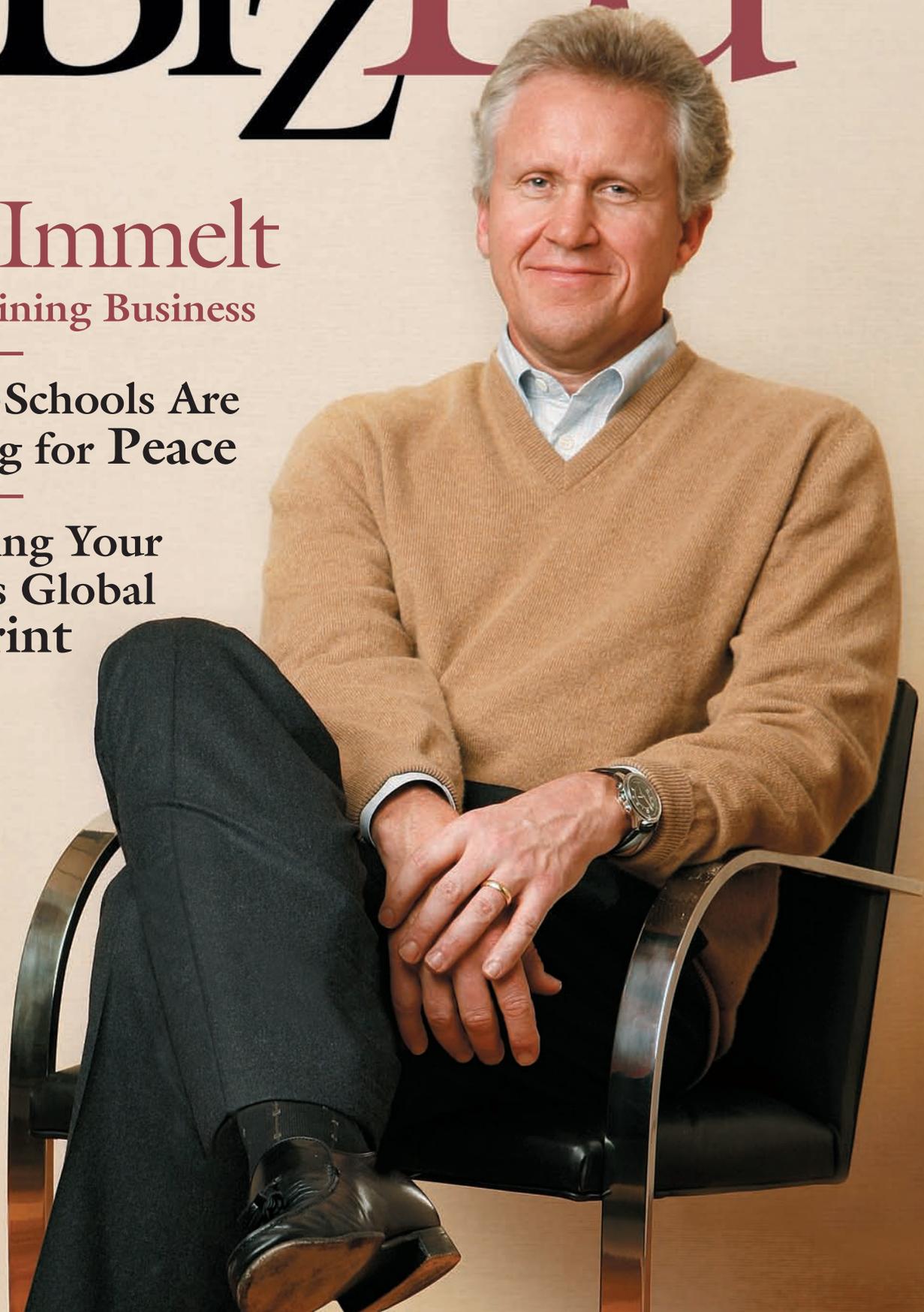
BizEd

MAY/JUNE 2006

GE's
Jeff Immelt
Re-Imagining Business

How B-Schools Are
Teaching for Peace

Measuring Your
School's Global
Footprint



BizEd Contents



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Cover photo: Patrick Harbron

From the Editors

Work and Peace

I live in a quiet suburb where people walk their dogs, decorate homes for the holidays, and post signs for political candidates. When the war in Iraq started, several homeowners posted anti-war signs; others put up signs supporting the troops. Within a few days, all the anti-war signs had been snatched out of people's yards. New signs went up; new signs disappeared. Clearly, passion was running high in favor of the war—or in favor of sons and daughters at risk in Iraq.

At the same time, a nearby church used a chain link fence and red plastic cups to spell out a simple message: PRAY FOR PEACE. That sign, I noticed, never got torn down. It seemed that, no matter how people felt about war, they could unite in hoping for peace.

But even once we agree to seek peace, we don't always agree on how to achieve it. I recently heard an ad for a symposium studying "peace through science." The thought was that science can help eradicate illness, poverty, and the technological divide. I suspect that's true, though I also suspect science will need a helping hand.

Perhaps that helping hand will be extended by management educators. While the primary goal of business schools is to prepare students to be management leaders, a growing number of b-schools

are considering how business skills can be used to address those same ills of disease, poverty and inequity. Many of these schools are participating in AACSB's Peace Through Commerce initiative. They're also partnering with corporations, communities, and other universities on projects aimed at bringing peace to the world.

It's a complex goal, because peace can be defined at several levels, says Bijan Fazlollahi, a professor at Georgia State University in Atlanta. "Peace" can mean the absence of war between nations, friendly relations between individuals, or the prosperity of communities, he notes. The common denominator most often is commerce.

Certainly at the highest level—peace between nations—business plays a key role. "In order to have trade, nations have to cooperate," Fazlollahi says. But it's also critical at more personal levels—for instance, when an understanding of business allows women to hold jobs and attain gender equity. "Because these women are empowered, they do not have to take abuse from their husbands," he says. "If people are economically dependent at the individual level, it is not really peace; it is exploitation."

Fazlollahi has promoted peace at the regional level by helping bring management education to former Russian provinces. In the article "The Dimensions of Peace," other professors and deans describe how they have funded charities, worked in war-torn communities, and provided IT support to small enterprises as they attempt to improve the world.

"Pray for peace" might not be the answer, after all. "Work for peace" doesn't have quite the same alliteration—but in the end, the effect could be even more powerful. **Z**

Sharon Shinn



PETER SAMUELS/GETTY IMAGES



BILL BASCOM

What Doctoral Shortage?

In the article "Perfect Storm," which appeared in the January/February issue of *BizEd*, D. Michael Fields indicates that there is a shortage of management doctoral students. While this is true in several disciplines, there appears to be less shortage in the areas of operations management and operations research/management science, partially due to the fact that these disciplines are supplied by business, industrial engineering, and applied mathematics doctoral programs.

During the 2005 job market, I learned through correspondence with hiring committees that competition for faculty openings in these disciplines is keen. Business schools at the University of Miami and Iowa State University each received more

than 50 applications per faculty opening. It is not clear how many of these applicants are experienced faculty versus recent doctoral graduates, but supply appears healthy in this field.

William P. Millhiser
Visiting Assistant Professor of
Operations
Weatherhead School of Management
Case Western Reserve University
Cleveland, Ohio

Not So Common Good

I was pleased to see the article by Louis E. Lataif, "B-Schools and the Common Good," in the March/April issue of *BizEd*. I was, however, disappointed by the lack of a critically reflective perspective in the article by Lataif.

For example, Lataif appears to argue that outsourcing inevitably creates strong economies in the countries that are the source of lower cost labor. Such an argument ignores the erratic impact of outsourcing in many other countries, particularly those in Central America. At one point Lataif does use the phrase "responsible outsourcing," but he never clarifies what makes outsourcing either responsible or irresponsible.

In a similar manner he highlights the success of Wal-Mart in driving down prices and saving consumers money. Wal-Mart is also routinely the object of great scrutiny for its labor practices and the manner in which it structures its benefits programs to keep many full-time or near full-time employees from having health insurance. Acting as if Wal-Mart is an unmixed blessing is hardly a credible stance. Arguing

that globalization is some kind of inevitable law on a par with gravity suggests a naiveté about the nature of uncertainty in a complex world.

My point is not that outsourcing, technology innovation, and globalization are bad, but rather that promoting them so uncritically actually weakens rather than strengthens the case for these practices. I would hope that any of our MBA students who have had a good international business course could poke holes in many of Lataif's points. Further-



than 120 applications for assistant professorships in these fields; at the University of Utah and the University of North Carolina in Chapel Hill, applications for openings in such fields were 170 or more. And at the Wharton School, the department of operations and information management received more than 250 applications.

Operations departments in the smallest schools are receiving more

more, such an uncritical approach seems to imply that these practices will somehow automatically produce a better world.

I would argue that business leaders must be clear about the need to be intentional in their commitment to "serve the common good," rather than assuming that outsourcing, technology innovation, and globalization are a panacea for the world's economic ills if we are just patient and wait for good things to happen.

George Lehman
Chair, Department of Economics,
Business Administration and
Accounting
Director, Bluffton Graduate
Programs in Business
Howard Raid Professor of Business
Bluffton University
Bluffton, Ohio

Headlines

■ Recruiting the Next Ph.D.s

Worried about the doctoral shortage?

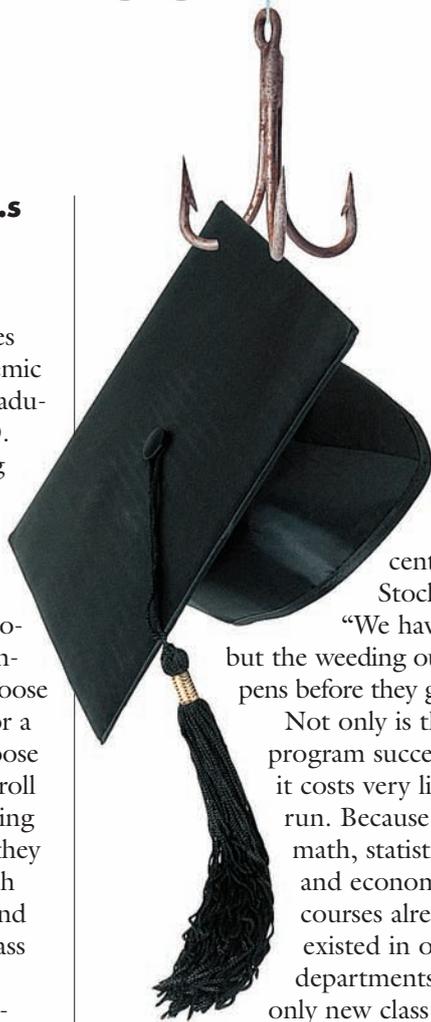
Consider a low-cost but highly effective program that encourages students to think about an academic career while they're still undergraduates. That's the goal of the Ph.D. Prep Program at Brigham Young University's Marriott School of Management in Provo, Utah.

Officially launched in 2002, the program has been grafted onto the integrated BS-MAcc program in BYU's School of Accountancy. Juniors in the program choose whether to pursue a bachelor's or a master's degree—and if they choose the master's, they can further enroll in the Ph.D. Prep program. During their senior and graduate years, they fill their electives with classes such as calculus, statistical methods, and econometrics; they also take a class on accounting research.

Meanwhile, they are given frequent insight into the job of an academician. "We invite them to faculty research seminars, and we bring them in as TAs," says Kevin D. Stocks, director and W. Steve Albrecht Professor at the School of Accountancy. "Every time we talk about careers, we discuss the academic option."

Since the program started, about 20 students have entered every year. An average of eight or nine have gone on to enroll at Ph.D. programs in other schools, since BYU's accounting school does not have its own Ph.D. program. The more compelling statistic is that, once enrolled in a doctoral program, *none* of the students have dropped out.

"Typical Ph.D. programs have an attrition rate of about 50 per-



cent," says Stocks.

"We have that, but the weeding out happens before they go."

Not only is the program successful, it costs very little to run. Because the math, statistics, and economics courses already existed in other departments, the only new class the

School of Accountancy needed to design was the one on academic research. There is no cost to stu-

dents, either—they need the same number of credits as their peers, they pay the same tuition, and they need not take the GMAT to enroll in the prep course.

Since the program was instituted, 36 BYU students have graduated or are about to graduate from Ph.D. programs. In the past two years, the school has invited them all back to participate in an accounting research symposium, which has created a great deal of synergy between faculty and past and present students. "We have a vested self-interest in getting our faculty to write with these students," says Stocks. "If we can get them back to campus, so much the better."

The prep program has been adopted by other departments at BYU, and Stocks believes it could be duplicated easily by any school that has a master's program. The keys are to start early and take every opportunity to discuss academic careers.

"Talk about the lifestyle of a professor, what you like about it, what you don't like," says Stocks. "Discuss

Doctoral Prize

With the goal of encouraging excellence in management research, the Central and Eastern European Management Development Association (CEEMAN) and Emerald Group Publishing Limited are sponsoring a new prize in doctoral research. The winning entry will receive a cash prize worth €1,500 (about \$1,780 in U.S. dollars), a certificate, and the prospect of publication in an Emerald journal. In addition, a number of "highly commended" awards will be bestowed.

To be eligible, authors must address accelerating and improving management development in Central and Eastern Europe and be from a CEEMAN member institution. They also must have satisfied doctoral award requirements between June 1, 2004, and June 1, 2006. All papers must be submitted by July 1. For more information, contact Jim Bowden at jbowden@emeraldinsight.com or visit www.emeraldinsight.com/awards and www.ceeman.org.



"HOW DO YOU MAKE GOOD, SOLID ETHICAL DECISIONS? I THINK THEY KNOW NOW THAT IT'S NOT AS EASY AS BLACK AND WHITE, RIGHT OR WRONG."

—Art Sherwood, Indiana State University

what's happening in the profession now and what the opportunities are." Make sure students are exposed to the research process and develop their quantitative abilities, he says.

Most schools fail to recruit students into Ph.D. programs, Stocks notes—they simply wait until students apply for admission. "We've basically said, we need to recruit the way we recruit in other areas."

Students and Ethics

Anyone who worries about whether today's business students are concerned about ethics in the workplace should be reassured by the conference on "Ethics and Corporate Responsibility" held in March at Indiana State University in Terre Haute. The free conference was organized by three student scholarship groups: President's Scholars, Networks Scholars, and Gongaware Scholars.

More than 450 people signed up in advance to attend sessions on such hot topics as "Ethics of Genetic Testing," "Sarbanes Oxley," "The Employment of Illegal Immigrants," "Martha Stewart: What Went Wrong?," "Personal Piracy," and "Truth in Advertising." Keynote speaker Christopher Bauer, of Bauer Coaching and Bauer Ethics Seminars, discussed how to make ethically informed decisions while maximizing the bottom line.

Students became interested in ethics as a conference topic after seeing results of a 2005 survey of employers in the banking and securities industry, which indicated that new college hires should possess an understanding of ethics and other soft skills. "In the College of Business our focus isn't necessarily on ethics in all of our classes, so we hoped this conference

would enrich the learning experiences for students across campus," says Ashley Cameron, a Networks Scholar and co-chair of conference planning.

"Whether students know it yet or not, they are becoming more savvy at ethics and the topic of ethical dilemmas," says Art Sherwood, assistant professor of management and a member of the College of Business's leadership development team. "How do you make good, solid ethical decisions? I think they know now that it's not as easy as black and white, right or wrong."



Target Marketing

Money, not top grades, will be the reward for some students enrolled in the advertising and promotion course at the University of Northern Colorado's Monfort College of Business in Greeley. Target Corporation has committed \$5,000 to support the course in which student teams will design advertising and promotional campaigns for the retail giant. The top two teams will split more than \$4,500 in scholarship money; the rest will go toward course development.

Working in small teams, students will design promotional strategies for some of Target's brand-name cloth-

ing lines. They will deliver written proposals and oral presentations to Target representatives, who will do the judging for the awards.

"Team projects like these give our students a good dose of hands-on experience blended with academic learning," said Nathan D. Kling, director of the School of Management and Marketing.

The Charitable Entrepreneur

A yearlong class on entrepreneurship at Babson College in Wellesley, Massachusetts, teaches first-year undergraduates not only the basics of launching a business, but also the rewards of using business proceeds to support charities.

The Foundation Management Experience (FME) immerses students in the world of business as they learn economic theory, probability theory, statistical analysis, and business law—while working with classmates to invent, launch, manage, and liquidate a business. Each team of students receives \$3,000 in startup money; all

Baltic Connection

Executives and managers who are planning to do business in the Baltic region have a new resource in the *Baltic Journal of Management*, which covers emerging management practices and research in that region. The journal is currently soliciting papers for a special issue that will be distributed at its fourth annual conference, "Creating Well-Being: Entrepreneurs in the Driver's Seat," which will be held June 5 through 7 in Helsinki. The deadline for submitting papers is June 5. For more information on the journal, see emeraldinsight.com/info/journals/bjm/bjm.jsp. For more information on the conference, go to www.BMDA.net.

"WE WANT TO CATCH THE NEXT BILL GATES-TYPE LEADERS WHO ARE IMPATIENT TO MAKE AN IMPACT."

—Mark Zupan, University of Rochester

profits are donated to charities that students choose.

Last year, the 14 student businesses developed in the FME donated a record-setting \$62,720 to their collective charities. Among the businesses launched were My Skinz, which provides customizable outer images; The Shake Up, a vibrating pillow alarm clock; Babson in a Box, a game that mimics the experience of an average Babson Student; and Bab-Ubble, chewing gum with packaging that allows for customizable business messages. Some of the charities that benefited were Friends of the Homeless, The American Cancer Society, Boys and Girls Clubs of Boston, Special Olympics, Junior Achievement, and local charities.

FME has been recognized by the United States Association for Small Business and Entrepreneurship as the number one "Innovative Entrepreneurship Education Course" in the country. USASBE's Excellence in Education Awards are sponsored by Students in Free Enterprise (SIFE).

Grooming the Youngest MBAs

While traditional MBA programs focus on older students with a few years of work experience, some schools are beginning to look at students fresh out of undergraduate education as a way to boost graduate enrollment and make sure talented potential business leaders don't get turned onto other career paths. That's the philosophy behind the

new Early Leaders Program at the University of Rochester's William E. Simon Graduate School of Business Administration in New York, where students with zero to five years' of work experience are being recruited.

Dean Mark Zupan notes that, as business schools have shifted their focus to older students, those full-time students have had a greater struggle with work-life balance issues. Diversity has also suffered, as women and minorities face high opportunity costs when they leave the workplace to enroll in grad school. One goal of the Early Leaders program is to allow the Simon School to recruit more women and minorities; and to this end, the school is seeking to build partnerships with all-women's colleges and historically black colleges and universities.

One advantage that younger MBAs possess is a familiarity with cutting-edge technology, says Zupan, and this is likely to enhance their value in the marketplace. Younger grads also tend to be highly motivated and eager to launch their careers. "We want to catch the next Bill Gates-type leaders who are impatient to make an impact," he says.

To screen potential candidates for the right attitude and ability level, the Simon School first requires students to go through an alumni interview. Simon has also instituted an online business simulation scholarship competition to gauge business aptitude. The top candidates will come to campus to explain their strategies, and the winner will receive a full-ride scholarship. In addition,

Simon has launched an undergraduate Summer Business Institute to attract and polish potential students who have had no formal business training. The Simon School also plans to introduce a course on leadership as part of its orientation program to better prepare younger students for careers in business.

Recognized Effort

All universities have processes in place to honor outstanding faculty and students, but the individuals who work behind the scenes are rarely recognized for the work they do to keep schools running. That has changed at Baruch College's Zicklin School of Business in New York, where dean John Elliott has established a Service Excellence Initiative to recognize the contributions of administrative assistants.

Students, staff, and faculty participate in an anonymous electronic sur-

Harvard Raises \$600 Million

Harvard Business School in Boston, Massachusetts, has completed a \$600 million capital campaign, surpassing the \$500 million goal set three years ago. "The success of this campaign reflects the extraordinary accomplishments of our alumni, who hold positions of leadership in a wide range of organizations, and the pride they feel for the school," says dean Jay Light.

The campaign, initiated by former dean Kim B. Clark, focused on supporting five long-term priorities for the school, including boosting financial aid for students, developing top faculty, extending the school's global outreach, devising innovative uses of technology in education, and renewing the HBS campus.



creating value

vey to nominate top staff and supply details about occasions where they provided outstanding service. This year, the third year of the program, four administrative assistants were honored at a special ceremony. Each received a check for \$1,000 and a Lucite desk plaque.

School administrators believe that honoring the staff has helped foster a “culture of service” at the Zicklin School. Elliott notes, “These are the individuals on the front lines who can make a big impact on the quality of service experienced by faculty and students alike.”



B-School and Cars

What do members of Generation Y look for when they’re buying cars?

Honda decided to get student input on that question by designing the Honda Research Program competition, which handed out awards last February. Winners in the grad school category were team members from the San Diego State University College of Business Administration in California. Among undergraduate schools, California Polytechnic State University in San Luis Obispo fielded the winning team.

The competition is part of a Honda Research Program geared toward researching Gen Y awareness and car buying motivations. Marketing education consulting company EdVenture Partners partnered with Honda to



“The analytical investment skills gained in the College of Business gave me the flexibility to transition from investment management to a unique sector of international development. Microfinance supports economic growth in developing countries by providing small loans to poor entrepreneurs, with nearly 100 million borrowers across the globe. I am proud to be using my financial education to make a difference in an amazing industry.”

Brooke Randall ('02 Finance)
Analyst, MFI Services, Unitus Global
Microfinance Accelerator

CB VISION: *Transforming the lives of students while positively impacting the business and academic communities of Washington state, the region, and the world.*

- The College of Business is ranked among the **top 10** business programs at public universities in the western United States (*US News and World Report* 2005).
- The College of Business is one of **10 percent** of business schools in the country to achieve AACSB accreditation at the bachelor, master, and doctorate levels.
- *US News and World Report* ranked the International Business major among the **top 25** specialty business programs (2003–2005).
- *Entrepreneur* magazine rated the Entrepreneurship major as the **top entrepreneurship emphasis program** in Washington (2005).

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sponsor the competition. Students collected data by conducting research, running focus groups, and searching out blog commentaries. According to American Honda Motor Co. Senior Manager of National Advertising Tom Peyton, “The students brought insights that were fresh and relevant—something not always found in the reams of data we often see.”



Learning to Rebuild

An interdisciplinary class at Bentley College in Waltham, Massachusetts, helps students understand how to rebuild communities devastated by disaster. This spring’s “Rebuilding Business Processes” will culminate in students creating a business plan that will revitalize an Alabama health clinic destroyed by Hurricane Katrina.

The class will cover expository writing, so students can learn grant writing; database management, so they can organize medical records and billing for the clinic; Web design and cyber law, which will cover trademarks and copyrights for a new Web site for the clinic; disaster relief planning; and political science. Students will develop strategic one-, three-, and five-year business plans for the clinic and ultimately present them to the clinic’s director.

Part of the course goal is to help students plan for future disasters, says

Shawn Hauserman, who co-teaches the course with Ellen Foxman. “Another hurricane will happen,” says Hauserman. “Our hope is to provide an infrastructure so that, to the best of our abilities, the clinic can stay up and running. We also want to expand the role of the clinic in the community as a healthcare resource and education facility.”

Student Manny Carneiro says the course has been an incredible experience. “This is an opportunity for us as business students to apply our skills to real-life situations. There is a sense of satisfaction when you have a tangible product to show for your efforts.”

Scholarship Competition

Most student business competitions offer seed money or valuable consulting advice as prizes, but at North Carolina State University’s College of Management, a recent competition netted the winner a full-tuition MBA scholarship. The contenders had applied to the school’s GiftEd MBA scholarship program and were selected for the competition based on academic merit, leadership potential, and relevant work experience.

The five competitors took place in an “Apprentice”-style competition sponsored by communications company Alltel. During a week’s time, they developed business plans to market Alltel’s Touch2Talk walkie-talkie service, which they presented in the boardroom. Company executives chose the winner, but everyone benefited. Alltel gained fresh perspectives on a marketing issue; the top candidate received a scholarship worth around \$25,000. Runners-up also received scholarships that will cover half their tuition for the 2006–2007 academic year.

SHORT TAKES

NEW APPOINTMENTS

■ **Thomas Gilligan** has been appointed interim dean of the University of Southern California’s Marshall School of Business in Los Angeles. He succeeds **Yash Gupta**, who has resigned as dean but continues to hold his tenured position as professor of information and operations management. Gilligan is a professor of finance and business economics who most recently served as the vice dean of undergraduate education. The school will conduct a national search to find its next dean.

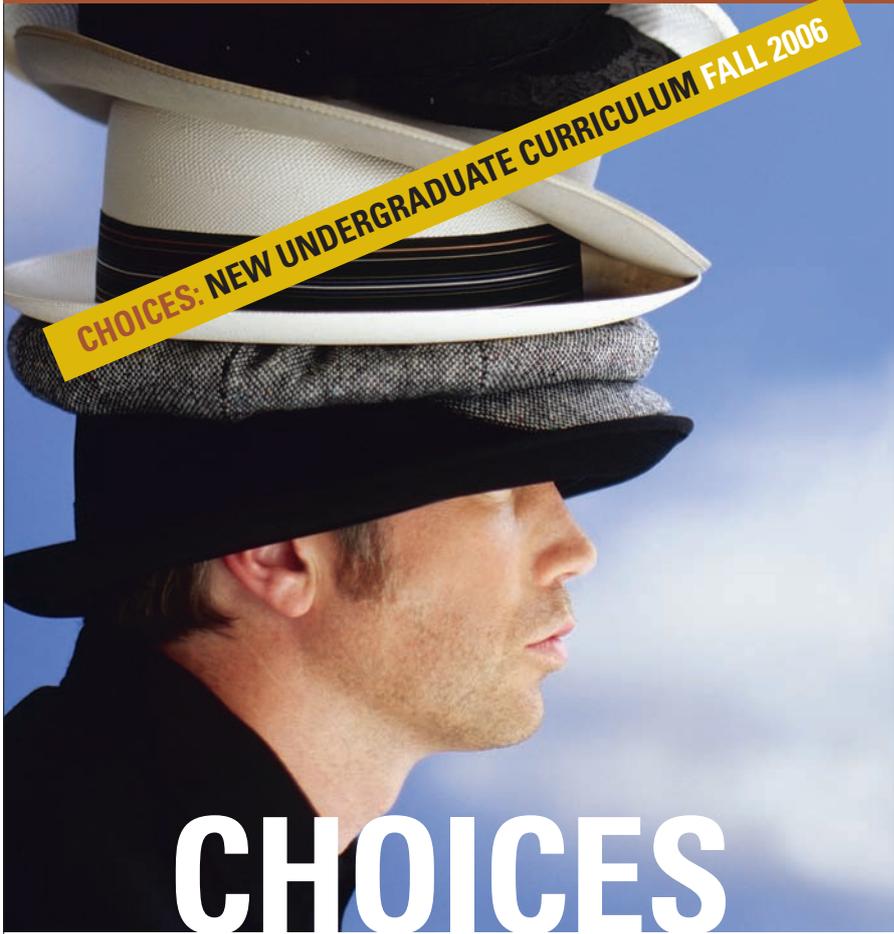
■ **Albert “Pete” Kyle** has been named the Charles E. Smith Chair in Finance at the University of Maryland’s Robert H. Smith School of Business in College Park, Maryland.



■ **James B. Thomas** has been named the dean of the Smeal College of Business at Pennsylvania State University in University Park. He is currently dean of the College of Information Sciences and Technology at Penn State. Thomas assumes his new duties on July 1, succeeding Judy Olian, who has become dean of UCLA’s Anderson School of Management.

■ **Steven Salbu** has been named the Stephen P. Zelnak Dean of the College of Management at the Georgia Institute of Technology in Atlanta, effective July 1. Salbu is currently associate dean for graduate programs, Bobbie and Coulter R. Sublett Centennial Endowed Professor, and university distinguished teaching professor at the McCombs School of

CHOICES: NEW UNDERGRADUATE CURRICULUM FALL 2006



CHOICES

Business at the University of Texas. Salbu replaces Terry Blum, dean since 1999. Blum will remain on the faculty to direct the new interdisciplinary Institute for Leadership and Entrepreneurship.

■ **Patricia G. Greene** has been named the new provost at Babson College in Wellesley, Massachusetts. Greene, who currently serves as dean of the undergraduate school, will begin her new role July 1. Also at Babson, **Candida Brush** has been named women's entrepreneurship researcher. She will lead the development of Babson's new Ph.D. program in Entrepreneurship and hold the new President's Chair in Entrepreneurship. In addition, **Edward P. Marram** has been named director of the school's Arthur M. Blank Center for Entrepreneurship.

■ **J. Dennis Coates** has been named dean at the College of Business at Florida Atlantic University in Boca Raton. Coates joined the business faculty 16 years ago and has served as interim dean for more than a year.

NEW PROGRAMS

■ **North Carolina State University** in Raleigh has partnered with IBM to launch a curriculum initiative in Services Sciences, Management, and Engineering (SSME). The master's level curriculum is designed to prepare graduate students for careers in the multidisciplinary field of services management, which focuses on helping companies build more efficient IT systems, streamline business processes, and implement technology. N.C. State's new program combines input from



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NEW CURRICULUM HIGHLIGHTS

- Provides an excellent broad-based foundation while allowing for dual concentrations and minors
- Two new concentrations: a stand-alone International Business program and Legal Studies
- 12 new courses, including forensic accounting, corporate governance, intellectual property and cyber law, and Six-Sigma quality implementation
- Electronic portfolios enhance connectivity among courses and continuity of learning
- Continuous assessment of knowledge ensures relevancy, enhancing learning

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SHORT TAKES

the fields of computer science, computer engineering, business strategy, and management sciences.

■ The **University of Arizona's** Eller College of Management in Tucson has launched a dual-degree master's program that integrates technology, management, and entrepreneurship in a single course of study. Students in the program will earn an MBA as well as a second master's degree from the schools of engineering, optics, agriculture, or science. They will also earn a certificate in entrepreneurship.

■ **Case Western Reserve University's** Weatherhead School of Management in Cleveland has joined with The Cleveland Clinic to train professionals interested in managing health care institutions.



The Health Management Scholars Program, which

launches in the fall, will enroll up to four Health Management Scholars in the Weatherhead School's full-time MBA program.

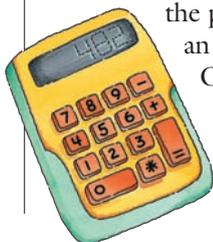
■ W. Kip Viscusi and Joni Hersch, law and economics scholars at Harvard Law School, will join the **Vanderbilt University** faculty in Nashville, Tennessee, as the law school launches a Ph.D. in law and economics. Vanderbilt's goal is to create a combined degree that will train scholars for legal practice, policy making, and public interest work, as well as academic positions. Viscusi will become University Distinguished

Professor of Law and Economics, with primary appointments in law, business, and economics. Hersch will have a tenured appointment at the law school and secondary appointments at the Owen Graduate School of Management and in the economics department in the College of Arts and Science.

■ Two new doctoral programs will be launched this fall at the Belk College of Business at the **University of North Carolina in Charlotte**. One is a Ph.D. in business administration offered by Belk; the other is a Ph.D. in organizational science offered jointly by Belk and the College of Arts and Sciences. The doctoral program in business administration will initially offer a curriculum in finance; additional specializations will be added as the program grows. The new Ph.D. in the interdisciplinary field of organizational science will focus on the effectiveness, health, and well-being of organizations and individuals. Coursework will cover psychology, sociology, communications studies, management, and organization development.

■ Five of the top auditing firms—Deloitte, Ernst & Young, KPMG Audit, Mazars, and PricewaterhouseCoopers—have joined with **Audencia Nantes School of Management** in France to create a specific audit study track for the school's master in management program. Students in

the program will complete an internship between October and February, the busiest time in the audit year. The auditors will teach some of the classes and



provide input into others to assure that the program covers the latest developments in the field.

■ **Western Carolina University** in Cullowhee has approved a new master's degree program that blends fundamental business skills with a traditional science curriculum and is designed to produce graduates who can work in technology-related



businesses or launch their own entrepreneurial ventures. The program is grounded in specific scientific disciplines—biology, biotechnology,

chemistry, and environmental sciences—but adds business skills to the curriculum.

■ This fall, **Longwood University** will launch an MBA with a concentration in retail management. The program will be offered on the Farmville, Virginia, campus as well as in Richmond. The program will cover topics such as merchandising and buying, corporate management, inventory control, logistics, distribution, finance, accounting, marketing, sales, public relations, information systems, e-commerce, and human resources. Partnering with the school to help deliver the program will be retailers such as Dillard's, Enterprise, JC Penney, Nordstrom, Sprint, SunTrust, Target, Walgreen's, and Wal-Mart.

■ Innovation and flexibility are the hallmarks of a new master of science in marketing degree being offered at the **University of Tampa's** John H. Sykes College of Business in Florida. Program director Erika Matulich is both

an associate professor of marketing and a professional certified marketer; other faculty in the program have both Ph.D.s and professional experience in areas such as sales, international marketing, retailing, and technology marketing.

HONORS AND AWARDS

■ **Hsinchun Chen** has been named a Fellow of the Institute of Electrical and Electronics Engineers Inc. (IEEE). A management information systems professor at the Eller College of Management at the University of Arizona in Tucson, Chen specializes in developing medical, intelligence, and security informatics.

■ The Henry W. Bloch School of Business and Public Administration at the **University of Missouri in Kansas City** has received the silver award for Excellence in Advertising from the

Council for Advancement and Support of Education. The award recognized the Bloch School for its print ad series titled “The Bloch School Knows: Innovation is Essential,” which was

published in *BizEd* between March 2005 and March 2006.

GRANTS AND DONATIONS

■ **San José State University** in California has received the largest private individual gift in its history—a \$10 million donation from alumni Donald and Sally Lucas. The money will go to support the graduate business school, which will be renamed the Donald and Sally Lucas Graduate School of Business in the College of Business. The gift will fund endowed

professorships, faculty fellowships, executive education, graduate student scholarships, and the creation of a global scholars-in-residence program. The Lucases founded the Lucas Dealership Group, one of the first multiple franchise automobile companies in the U.S.

■ The School of Business Administration at the **University of Wisconsin-Milwaukee** has received a \$10 million contribution from Milwaukee business leader and philanthropist Sheldon B. Lubar, chairman of Lubar & Company Inc. It is the largest single donation in the university’s history. The funds will be used to fund new professorships, student scholarships, program innovations, technology, and infrastructure. Plans are under way to name the business school the Sheldon B. Lubar School of Business, while the school’s main facility would be renamed the Sheldon B. Lubar Business Building.

■ The Richard T. Farmer School of Business at the **Miami University** in Oxford, Ohio, has received a \$4 million gift from Thomas J. Petters, CEO and chairman of Petters Group Worldwide. The gift will create the Jennifer Petters Chair in Asian Business, named after the businessman’s daughter. Petters Group Worldwide—a group of companies that includes Fingerhut Direct Marketing and Polaroid—is based in Minnetonka, Minnesota, and is working to develop a Living and Learning Center in Shanghai.

COLLABORATIONS

■ **Columbia Business School** in New York and the **University of Hong Kong** have announced a partnership that will

allow up to 40 University of Hong Kong MBA students per year to study at Columbia for a full semester. The program will begin with the 2007–2008 academic year.

■ **Purdue University’s** Krannert School of Management in West Lafayette, Indiana, and its Center for International Business Education and Research (CIBER) have



entered into cooperative educational and research programs with three Chinese

universities as part of the university’s Asian Initiative. Krannert will cooperate with Zhejiang University in Hangzhou on a variety of programs, including education, research, and student exchanges. In particular, the schools will focus on supply-chain management and international human resources studies. The school also has signed student-exchange agreements with Tsinghua University and Beijing University, both in Beijing.

■ The School of Management at the **University of Ottawa** in Ontario recently signed an agreement to institute exchange programs with Corvinus University of Budapest, Hungary.

OTHER NEWS

■ **Douglas T. Breeden**, the dean of Duke University’s Fuqua School of Business since 2001, will step down effective June 30, 2007. He plans to resume teaching and research full-time while retaining his appointment as the William W. Priest Professor of Finance at Fuqua, located in Durham, North Carolina. **Z**



IDEA MAN

For managers to impress **Jeff Immelt**, GE's forward-thinking CEO, they can't play it safe. They must have courage, take risks, and conceive the great ideas that will shape the company's future.

by **Tricia Bisoux**

GE's corporate slogan "Imagination at Work" isn't just an advertising strategy. It's the way the company, headquartered in Fairfield, Connecticut, and its outspoken CEO, Jeffrey Immelt, do business. And yet, even as GE works to build a culture of innovation, imagination, and eco-friendly business practices, many analysts wonder whether a company with a successful 120-year track record should so drastically depart from the strategies that have fed its current success—in particular, its pursuit of bottom-line productivity and slow, steady growth.

Immelt, for one, believes that great new ideas are essential for the company's continued success. "Our aspiration has never really been to be a big company. What we've really been about is being a great company," Immelt told students at Fairfield University's Charles F. Dolan School of Business lecture series in December 2005. "We don't allow ourselves to become too big to innovate." In fact, in its March 28, 2005, article, "The Immelt Revolution," *BusinessWeek* called Immelt's new approach a "grand experiment." GE's performance under Immelt's new directives will be a test of whether innovation, creativity, and risk-taking in the market really pay off, in real-world dollars, for a company in today's business environment.

Immelt came to GE in 1982 after earning a degree in applied mathematics from Dartmouth College and an MBA from Harvard Business School. He quickly rose through GE's ranks, working in the company's appliance and plastics divisions before becoming president of its medical systems division. He became chair-elect in 1999, following in the footsteps of one of America's most prominent CEOs, Jack Welch. He took over as GE's CEO on September 9, 2001, two days before the terrorist attacks in the U.S., which killed two employees and sent GE's stock price plunging. Rarely has a new CEO faced such daunting challenges so early in his tenure, with so little time to adapt. However, Immelt has run the obstacle course with relative grace. In fact, in a 2005 survey conducted by New York-based public relations firm Burson-Marsteller, Immelt was ranked among the top ten most admired CEOs in the world.

If courage, risk-taking, and innovation are important to business, says Immelt, they are doubly important for business schools. Now more than ever, companies don't want business schools merely to follow the trends. They want business schools to produce the business leaders and develop the best practices that will help them succeed in a slow-growth, high-tech, increasingly unpredictable world.



If I were to point to one thing, it's that students need to have **courage**. Business schools need to make sure that they're developing courageous people, people who are willing to step out, take risks, and pursue new ideas.

Last November, you told a group of business students at Miami University at Ohio that they need to be prepared for a world governed by slower growth, more volatility, and more regulations. How should business school faculty and students prepare for such an economic climate?

I frequently worry about business schools being backward-looking, not forward-looking. They need to prepare students who are forward-looking, technologically savvy, innovative, externally focused, and adaptable. The best business courses will present students with a more global, fast-paced, volatile, and transparent business climate, where a company's customers, suppliers, and regulators have to know more about how its business works.

Are business schools doing enough to instill in their graduates the ability to truly innovate, to the extent that a company like GE requires? If not, how do you think they could improve?

I really don't quite know how to answer that! But if I were to point to one thing, it's that students need to have courage. Business schools need to make sure that they're developing courageous people, people who are willing to step out, take risks, and pursue new ideas. The heroes they study should be people like Steve Jobs, Bill Gates, people who haven't played it safe—not just Wall Streeters.

During your address to stockholders last December, you also emphasized that a pursuit of new technologies and innovation would be vital to GE's future. How are you developing that kind of "forward-looking" workforce and mindset within GE?

If you really want to lead innovation, you need to make sure that the necessary human and financial resources are available and focused on areas that have meaning to customers. At GE, we're working on projects called "imagination breakthroughs," whose main objectives are to be germane to our customers and to develop revenue for the company. As the CEO, I must make sure these projects are funded, filled with good people, and driven by all of the company's best practices.

In fact, you've charged GE leaders to have at least three "imagination breakthroughs" per year—ideas that can ultimately lead to at least \$100 million in growth for the company. How well have your managers met that goal so far?

We have set many internal goals, and our people have been working very hard to meet those goals, primarily through

team efforts. For instance, one group is working to lower GE's greenhouse gas emissions. Others are working on coal gasification—we've invested \$900 million in making coal produce energy in such a way that it has an environmental impact similar to natural gas. Coal gasification is more favorable to the environment than the use of other fossil fuels, and it can be done at a competitive cost. Those are examples of ideas and investments that we think have big potential.

The Six Sigma management development program has long been a mainstay of GE's leadership development. However, with GE's focus on innovation and quick adaptation to a new marketplace, is Six Sigma still as relevant and applicable as it once was?

We do as much lean manufacturing today—something we've learned from Toyota—as Six Sigma. But we continue to take Six Sigma to our customers and try to externalize it as an initiative. A tool like Six Sigma is very important to big companies because it gives them a common language to drive change. A common language gives us a way to put everybody on the same page and give people the same vocabulary. I wouldn't advocate Six Sigma just for the purpose of Six Sigma; but when I visit clients, I always want to see if they have some language of change, some process that drives their behavior. Six Sigma continues to do that for us, so we will continue to evolve it.

You've been extremely vocal about the importance of developing alternative energy sources, now a central focus for GE. In fact, I read in *The Economist* that GE managers will now be judged not just by how well they meet their financial objectives, but also by their efforts to change the planet for the better. Why did you find this to be important for GE's strategy?

Our focus is not just on alternative energies, but on fuel avoidance; energy efficiency; coal gasification; clean gas technologies; and solar, water, wind, and nuclear technologies. There is a confluence of events among \$60-a-barrel oil, the need for more fuel security, and the shortage of water, which makes energy a place where GE should be positioned. We can use our technology to make money for our investors and solve big problems at the same time. This is important to our strategy because we view it as a growth strategy.

Along these lines, GE recently announced its "Ecoimagination" initiative, in which you've pledged to double GE's research spending on clean energy to \$1.5 billion in 2010, from \$700 million in 2004. How do you



plan to convince skeptics that such an active pursuit of clean energy technologies and green practices will keep GE's profits and growth on the rise?

We've doubled our research, but we also work with our customers to drive growth. That growth justifies that investment in R&D. If we didn't think we could get the revenue growth, we wouldn't do it. In many ways, it's pro-investor. It positions us in a way that we think is going to help our customers.

You are currently pushing through many other initiatives and taking GE in new directions. How would you advise business students to lead people in a new direction and get them excited about a new idea, especially in a company as large as GE?

First, students should know that they shouldn't have too many new initiatives—they need to stay focused on just a few. Second, they need to do their homework; they need to do the research to know what's going to work in the marketplace. Third, they need to make sure they have the financial wherewithal and ability to drive change. Fourth, they must build on small successes. For instance, when we launch something like Ecoimagination, our customers see the resources going into it and see the results. Success begets success.

Finally, they need to communicate their new direction frequently. We always give people updates on where we stand as we make changes. Success in achieving any big change depends on knowledge, focus, resources, and communication. When people hear of our initial successes it ultimately drives the change further.

GE is also moving in new directions when it comes to globalization. You've noted that the Middle East and Africa would be very important to the company, particularly areas like the United Arab Emirates, Qatar, Nigeria, Kenya, Saudi Arabia, Morocco, Kuwait, and even Iraq. How do these areas compare in importance to regions like China and India, which seem to be garnering the most attention right now?

We are very focused on the developing world. As a company that provides infrastructure technologies in areas such as energy, engines, and healthcare, GE must be positioned to sell those products to markets that are investing in those areas at a very rapid pace.

When you look at regions like China and India, they are really being driven by demographics. They've got a growing middle class and governments making big investments in

infrastructure to support that middle class—that's not likely to change any time soon. When you think about the Middle East and Africa, you have a tremendous transference of wealth into these regions from other parts of the world, and that's also not likely to change any time soon.

The market drivers of both regions are different, but the outcomes will be the same. In other words, as the Middle East gets wealthier, they'll invest in airplanes, in desalination, in all the things we sell. As China and India build the infrastructure to drive their middle class, they'll invest in energy, healthcare, and industrial solutions—also things we sell. In fact, our revenue from outside the U.S. is growing faster than our U.S. revenue.

With so many different countries crucial to GE's future growth, how important is it that your new hires have study and work experience outside of their home countries?

Very important. Of the top 600 managers in the company, about a third have a non-U.S. passport. The other two-thirds are American, but at least half of them have lived outside the U.S. More than 70 percent of people in the company's top positions have lived in countries that aren't their own and are very adept at running global businesses. In addition, I'd say that most of the high-potential people who come to the company will end up living outside the U.S. during their first ten years with the company. For us, globalization is not a trend, it's a fact. It's just the way we run the company.

As globalization exerts so strong a force on the market, it seems that businesses are looking more at how they can improve the economies in the developing world. AACSB International and many business schools, in fact, have recently launched a "Peace Through Commerce" initiative to promote business as a force to change society for the better. How do you think GE and business schools can work together to encourage this idea?

What GE does, and what business schools can do, is to find and promote practices where "green means green." That is, we're not pursuing environmental initiatives for the sake of environmental initiatives. We're pursuing them because we can solve problems and make money at the same time. That is what's so powerful.

In addition, we're looking at ways that we can improve people's lives and make money simultaneously. I'm a big advocate of using technology, innovation, and commerce as ways to grow profitability and improve standards of

My primary fear about business schools is that they tend to be **lagging** indicators, not **leading** indicators. They tend to do things after they happen.

living at the same time. In our “Healthcare Re-imagined” initiative, for example, we can make money by helping to lower the cost of healthcare and improving the product. That’s an idea that business and business schools can promote.

It has been more than four years since you became CEO at GE, following in the footsteps of Jack Welch, one of the most prominent CEOs on record. Today, you’re ranked among the most admired CEOs in the world. What has enabled you to inspire such recognition and separate your leadership from that of your predecessor?

I never think about how I have to do things differently; I’ve never made that a priority. What I would say is that the world’s a lot different today and we lead the company in a different way than when Jack was CEO. When you run GE, the company itself is what people look at more than anything else. It’s not so much about who the CEO is; it’s more about what the company does.

How would you advise business students to develop their own approach to leadership? Do they need to follow their own paths? Or is it acceptable if they emulate someone like Jeffrey Immelt in their own leadership development?

I think that’s a great question. When I’m at business schools or talking with our own employees, I always say that good leaders tend to be good students of leadership. I have always encouraged that approach. The real challenge is to put what you learn into your own context. Leadership is ultimately a journey into yourself. It’s how fast you want to change. It’s about self-renewal, self-inspection, and self-improvement. The best people will pick up ideas and approaches from other leaders, but at the same time, they will incorporate what they learn into their own personalities and styles.

If you were to become the dean of a business school after your tenure at GE ends, what would be your top priorities for your faculty, students, and curricula in the coming decade?

My primary fear about business schools is that they tend to be lagging indicators, not leading indicators. They tend to do things after they happen. Take corporate governance. I don’t know how many schools today teach courses on corporate governance, but the time to teach that course was in the late 1990s. I’m not saying that it’s no longer important, but now the cow’s already out of the barn. So, first, I would

want to intensify the study of what faculty thought the next ten or 15 years would bring. I think business schools can do a better job of thinking about what’s next.

The second thing I’d really want to do is to re-engage people around innovation and risk-taking. I want students to remember that the reason they’re getting their MBAs is to have some personal flexibility. They need to use that flexibility to take some personal risk. I frequently run into MBAs who are risk-averse, and I never quite understand it.

The third thing I’d do is to emphasize team-building. Good business is about good ideas, and good ideas come about when good people work together.

You say that MBAs are too risk-averse. What have you seen to give that impression?

Too many MBAs only think about playing it safe. You know, everybody graduates from business school and wants to go to work at a company like McKinsey. Why? Because it’s the safest choice. When I went to work at GE in 1982, I was the only person who graduated from Harvard that year who went to work at GE. To be able to truly develop in your career and take risks, you need to go to work where no one else in your graduating class does. If 18 people in your class are going to work for a company, that’s a sure sign you need to work somewhere else!

Last year, Jack Welch wrote the book *Winning*, his treatise on what makes a great leader. If you were to write your own book of business advice aimed at business faculty and students, what would be its title and central message?

I can’t envision myself ever writing a book. But if I did, I think its working title would be *Leading Innovation*. Its central message would be that we need more good ideas. The U.S. has a \$700 billion trade deficit right now, mainly because there are too few good ideas that we’re driving as a country. When you look at China, you see a complete focus on new ideas and a commitment to make them happen. When you look at India, you see a tremendous focus on education that gets played out inside the middle class. That kind of focus drives good ideas. When those ideas go on around the world, it’s like a renewable energy.

I would want my book to stimulate the notion that success is all about great ideas and finding ways to bring those ideas more to the fore. That’s what made the United States the industrial powerhouse that it is today. That’s what needs to be rejuvenated inside the minds of people coming out of business schools. **Z**

The Dimensions of Peace

When students learn how commerce can lift communities out of poverty, rebuild nations after war, and create alliances between countries, they get a glimpse of what business can do to promote world peace.

by Sharon Shinn

Nations that share profitable enterprises are less likely to war against each other. Individuals with wealth and status have a stake in avoiding conflict. Developing countries whose poorest citizens can engage in entrepreneurial activity have a chance to lift themselves out of poverty. If, as many business leaders believe, commercial enterprise can promote peace, then business schools can play a part in improving the world. By teaching students the principles and consequences of business, they can demonstrate the powerful connection between business and peace.

Many business educators are already in the vanguard of the “peace through commerce” movement, including David Cooperrider at Case Western Reserve University in Cleveland, Ohio. “Business could be the most important ground and force for peace,” Cooperrider argues in a foreword he wrote to the 2006 book *Appreciative Intelligence*. “The 21st century is going to be a time when we learn to unite the dynamism and entrepreneurial capacities of good business with the global issues of our day.” Cooperrider is founder and director of the school’s University Center for Business as an Agent of World Benefit, a global forum for finding and disseminating information about ways to improve business and the human condition.

Case Western is among the dozens of schools that shared information about their peace-based initiatives with AACSB International in a recent member survey. AACSB’s board of directors launched its Peace Through Commerce Task Force last summer to explore the relevance of peace-related issues to business schools and to collect and share data on what business schools can do. This survey was one of the task force’s initial steps.

AACSB’s international structure makes it particularly suited to promoting world peace through business, notes Richard E. Sorensen, dean of Virginia Tech’s Pamplin College of Business in Blacksburg, Virginia, and AACSB’s chairman of the board. With more than 1,000 academic members from all over the world—including 515 educational institutions in 28 nations—AACSB is truly a global force, he points out. “Through AACSB, people from different cultures have learned to work cooperatively together for our common goal. Through our ‘thought leadership’ initiative, we are now accepting the challenge to work cooperatively together toward an even higher goal of enabling peace through commerce.”

AACSB members who responded to the Peace Through Commerce survey described a wide variety of efforts both massive and intimate—everything from helping former Russian provinces develop degreed business education programs to helping Haitian villagers set up a bakery. The following stories, drawn from the surveys, underscore the many diverse and powerful ways that business schools can contribute to peace.



Georgia State University

New Markets, New Schools

Peace begins with education, at least at Georgia State University's J. Mack Robinson College of Business in Atlanta. Led by professor of management information systems Bijan Fazlollahi, the school has partnered with three universities in Azerbaijan and the Republic of Georgia to found management education programs. The goal was to help men and women of the former Russian provinces develop the skills to start their own businesses or take positions with existing companies and thereby help the region move to a free market economy.

Fazlollahi first grew interested in the region as a 1992 Fulbright scholar visiting shortly after Azerbaijan had become an independent country. A few years later, he helped bring nine Azerbaijan exchange students to the U.S. For the next decade, Fazlollahi worked with universities in Azerbaijan and Georgia so they could organize degree-granting business schools: an MBA program at Khazar University in Baku, Azerbaijan; the Caucasus School of Business at the Georgian Technical University and Tbilisi State University in Tbilisi in Georgia; and a management program at the Azerbaijan State Oil Academy in Baku. In each case, the Robinson College trained faculty and administrators in Atlanta with the goal of enabling them to educate students in their own countries.

"We have done these things *with* them, not *for* them, which is a very important strategy," Fazlollahi says. "All the programs are adapted to local needs. Each university offers its own degrees, and they are financially sustained."

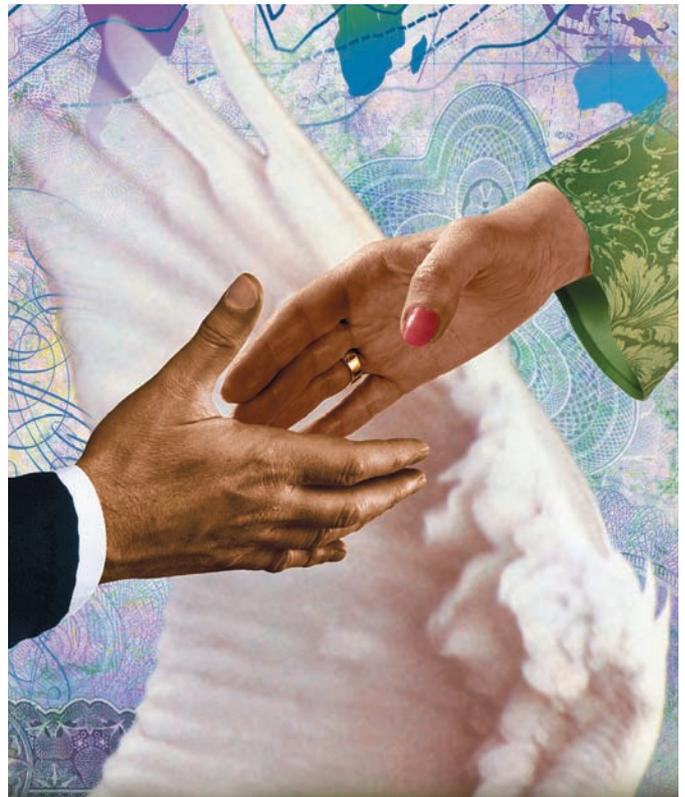
Clearly it's a major undertaking to prepare enough faculty to run a business school, and Fazlollahi explains how the process worked with the Caucasus School. First, GSU recruited faculty in related fields—such as mathematics or psychology—and brought them to Atlanta to train them in fields such as finance and organizational behavior. Faculty who passed specific courses at GSU were certified as being competent to teach those subjects. Fazlollahi notes that younger faculty, including doctoral students, were particularly good choices for undergoing this process.

Within two years, the first class of MBAs graduated from the Caucasus School, and many of them were brought to Atlanta so they too could be educated as teachers. Today the Caucasus School has more than 1,000 students in its MBA/BBA program and has been accredited by CEEMAN. A recent grant from the U.S. Department of State is allowing Fazlollahi to bring five Caucasus faculty members to Atlanta and train them in GSU's doctoral program, so the school

soon will begin offering Ph.D.s. Meanwhile, the Caucasus School has become involved in outreach programs of its own. Recently, in cooperation with Georgia State, the school completed a leadership training program for 255 businesswomen. Three top graduates were selected to complete a monthlong internship and mentorship in Atlanta.

Funding for these programs has come from a variety of sources, including the U.S. Agency for International Development (USAID), the Eurasia Foundation, and the U.S. State Department. Other school administrators who want to add a "peace dimension" to their programs, but don't know where to begin, should first consider what partnerships they already have in place, suggests H. Fenwick Huss, dean of the Robinson College. "For example, they may have a relationship in a developed country that is doing work in transitioning areas. They can then see which of those activities the university can be involved in."

He also recommends researching projects that are being funded by third-party sources such as USAID. The organization's Web site (www.usaid.gov) contains information about what kinds of projects it's interested in and in what parts of the world.



“There are clear advantages to business in doing business where there aren’t wars. In having women educated. In tending to ecological issues. In taking care of HIV/AIDS.”

Judy Rodgers, Center for Business as an Agent of World Benefit, Case Western Reserve University

“Some of our largest recent funding packages have been in direct response to requests for proposals from USAID,” Huss says. “In 2006, the U.S. government’s budget for foreign aid is \$9.1 billion. Some of the focus areas are business trade and investment, development assistance, and education. Those are areas where universities have both expertise and interest.”

At Robinson, the programs that have resulted from such initiatives have promoted peace in several significant ways, while benefiting faculty at both the Caucasus and Robinson schools, Huss says. “The Azerbaijan faculty are exposed to the American way of life, the workings of the market economy, and modern teaching methodologies. They return as ambassadors for a positive relationship between their country and the U.S. Their students also are influenced by a feeling of good will and desire for cooperation with the U.S.,” he says.

In turn, Robinson faculty have become more skillful at understanding and teaching about cultural differences, he adds. “They have developed a worldview of global issues. Better understanding reduces misconceptions and improves the chances for peace.”

Case Western Reserve University

Changing the World

Business leaders should not just consider how to achieve peace through commerce, but how to participate in all the sweeping changes needed to save the world. That’s the philosophy at Case Western’s Weatherhead School of Management, particularly at its Center for Business as an Agent of World Benefit (B.A.W.B.). The B.A.W.B. considers how to solve issues such as those outlined in the U.N.’s Millennium Development Goals: eradicating poverty, educating children, promoting gender equality, combating HIV/AIDS, ensuring environmental stability, and more. (For a full list, see www.un.org/millenniumgoals/.)

As society attempts to correct its greatest problems, “business has to be at the table,” says Judy Rodgers, executive director of the B.A.W.B. But instead of trying to convince business leaders to practice philanthropy or be socially responsible, the B.A.W.B. focuses on mutuality. “There are clear advantages to business in making sure the bottom of the pyramid has money to participate in the economy,” Rodgers says. “There are clear advantages to business in doing business where there aren’t wars. In having women educated. In tending to ecological issues. In taking care of HIV/AIDS.”

One of B.A.W.B.’s main goals is to *prove* these advantages exist. Thus it has created the World Inquiry, a Web-based worldwide search for stories of businesses that seek to make

a profit and improve the world. It maintains an Innovation Bank of such stories on its Web site (worldbenefit.case.edu/). Some are being turned into case studies and mini-documentaries that professors can use in class. The hope is to eventually compile 1,000 such examples.

“People will tell you that it’s the occasional odd business that does this, but that’s not what we’re finding,” says Rodgers. She cites intriguing examples: The food company PeaceWorks requires that all of its products contain ingredients from both sides of the Israeli/Palestinian divide. The high-end restaurant group Cabbages & Condoms in Thailand uses condoms in the decor and makes them available at cash registers to promote the idea that unless talk of condoms is as casual as talk of cabbages, HIV/AIDS will run rampant.

The B.A.W.B. also hosts a series of conferences that bring together practitioners and academicians seeking to combine the interests of business and society. For example, last fall’s summit on “The Future of Management Education at the Intersection of Business & Society” was a pilot project Weatherhead designed as part of its commitment to the Aspen Institute’s Teaching Innovation Project. On October 23 to 25, 2006, Case Western will host “Management Knowledge Leading Positive Change,” a conference it has planned in conjunction with The Academy of Management and the United Nations Global Compact. About 300 people are expected to attend, while thousands join in via a simultaneous Webcast.

Case is also exploring ways to change the world by changing the way it delivers management education, specifically through its launch of the Global Business Studies Institute (GBSI). The “school within a school” will be devoted to research, teaching, and service on business and international relations. It will run alongside three similar schools that will focus on social responsibility, entrepreneurship, and health management. The GBSI is not devoted exclusively to world betterment, says Myron Roomkin, dean and Albert J. Weatherhead III Professor of Management at Case Western. But it certainly will be “training a generation of managers who understand the culture, economics, and geopolitics pertinent to operating in a global economy.”

The GBSI will focus its research on small to medium enterprises that are beginning to globalize operations, providing a network of resources to businesses in Ohio and beyond. It also will offer graduate, undergraduate, and executive education programs. In conjunction with the B.A.W.B., the “school within a school” will be aimed at teaching today’s students how to change the world—through business.

“At this point, Walt Disney has become a prophet. It is a small world after all.”

D. Steven White, University of Massachusetts in Dartmouth

Fairfield University

The Benefits of Bread

Winston Tellis is a professor of information systems, but he has also learned a lot about baking bread. For about five years, he has been involved in the startup and ongoing operations of a rural bakery in the Haitian village of Fondwa—and at every step he has sought the participation of his IS students at Fairfield University’s Charles F. Dolan School of Business in Connecticut.

The story begins more than a decade ago when Tellis joined a group of management experts who were advising a microfinance organization in Haiti. As the organization grew, Tellis helped it acquire hardware and software; and, when the bank grew large enough, students in his networking class designed a local area network.

A few years ago, the microfinance bank asked Tellis to help one of its clients, a peasants’ association in Fondwa that wanted to start its own bakery. Tellis and an MBA class did the basic market research to determine the feasibility of the enterprise, gauging population size, quantity of bread purchased, cost of raw materials, and availability of materials. Students devised a business plan, and Tellis went on a site visit.

He admits the obstacles were daunting. The village was situated about an hour from the main paved road where the bakers would be able to sell their products at a twice-weekly market. There was no electricity, no running water, and no storage facility, although the microfinance loan would allow the association to purchase a building near the market. On the positive side, there were plenty of customers who had no other immediate source of bread. The only alternate bakeries were located in Port au Prince—and it took more than a day to complete the round trip between the city and the village.

Tellis and his students also conducted market research on the technological aspects of running the bakery. Tellis steered the association away from acquiring a wood-burning oven because fuel is so scarce in the largely deforested country. Solar power was rejected as having insufficient energy for their particular needs, so ultimately the association purchased a generator to produce electricity for lighting and machinery. The locally designed oven ran on diesel fuel.

The bakery was successful at first, and the association quickly paid off its debt. But a few years after its founding, the bakery shut down due to rising costs and poor management strategies. “It dawned on me that we had transferred the technology successfully, but we did not transfer processes,” Tellis says.

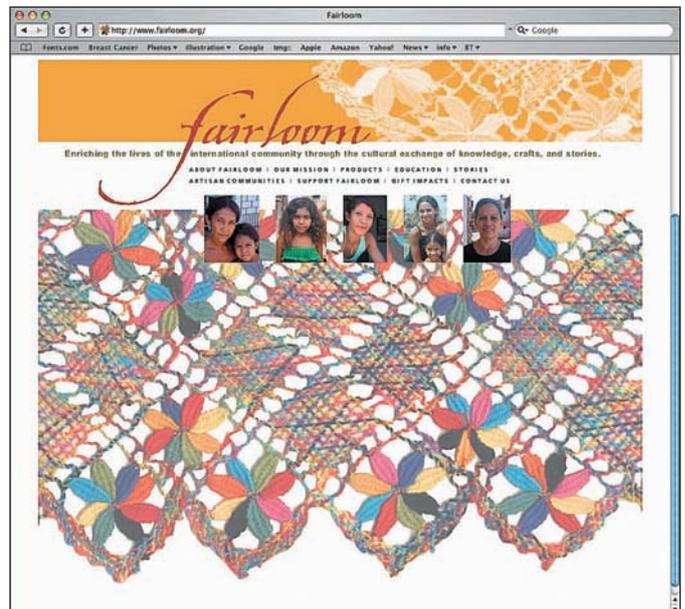
His next step was to interview a Port au Prince baker to

learn more efficient ways of running the bakery, storing supplies, and producing bread. Operations recently resumed, Tellis says, and the villagers “are ecstatic.”

Although the unrest in Haiti has prevented Tellis from taking students with him on site visits, they have participated at every stage, he says. And while he has involved his students in informational systems courses, he believes students in almost any management class could benefit from such projects.

“I teach a course called Technology and Society specifically so I can get into these topics,” he says. “And I take students to inner city areas where they will be made to feel like minorities—that’s how they ought to feel, because the rest of the world is, in fact, the majority.” Students who understand both the “reality and compassion” aspects of business might be better qualified to be leaders, he says, as they are less selfish and more focused on the necessities of doing business today.

University of Massachusetts—Dartmouth Charitable Outreach



Students at the University of Massachusetts-Dartmouth helped redesign the Web site for Fairloom, a charity that sells work by Brazilian artisans.

The region around the University of Massachusetts in Dartmouth has the largest concentration of Portuguese-speaking people in the U.S.—400,000 people of Portuguese heritage and 100,000 Brazilians. Thus, when professors at the university’s Charlton College of Business look for

international outreach programs, they often focus on the Lusophone countries such as Brazil, Portugal, the Azores, and Cape Verde.

That's particularly true for professors D. Steven White and Godwin Ariguzo, who are deeply involved in the school's International Business Association. Through the IBA, juniors, seniors, and grad students annually embark on trips outside the U.S. to do pro bono marketing work for clients. White and Ariguzo were instantly interested when they heard a proposal to have business students help out a newly founded charitable enterprise in an impoverished Brazilian community.

The charity, Fairloom, had been organized to help artisans in the region make and sell Brazilian bobbin-lace so they could use a portion of the profits to support educational programs. Fairloom's partner community is located in the village of Fortaleza and includes 250 families of mostly mothers and children.

During the 2005–2006 school year, students in marketing and information systems classes made Fairloom the heart of their projects-based courses. Seniors in the international marketing course formed eight teams, many of them featuring Brazilian or Portuguese-speaking members, and developed eight separate business plans for Fairloom. Students in a principles of marketing class devised fund-raising tactics, while seniors in an MIS class upgraded the organization's Web site and developed its e-commerce capabilities.

Additionally, over spring break in 2006, White and Ariguzo took about 30 graduate and undergraduate students to Fortaleza to do volunteer work. They helped the women there learn conversational English and business principles while building a production studio. When the students returned, they prepared proposals for how Fairloom can raise more funds.

Fairloom's founder, Annie Doran, believes working with the charity will have a profound effect on the students. "They're on the verge of entering the professional world, and I want them to see the people they're going to be affecting," she says. "These experiences create a different kind of meaning and memory. I think the experience sticks with them."

Working on the Fairloom project, says Ariguzo, has taught students that "business is not all about accumulation of wealth. Once you make money, what do you do with it? How do you make decisions as you prosper?"

It has also taught students that a local enterprise can have a global impact. Says White, "At this point, Walt Disney has

become a prophet. It *is* a small world after all." Students at the Charlton College have learned that lesson in the most dramatic fashion as they use their skills to bring powerful good into the world.

SDA Bocconi

Fund-Raising for Good Works



Raising money for UNICEF has become a tradition among MBA students at SDA Bocconi in Milan, Italy. Since 2000, students have organized an annual fund-raising event to benefit a particular UNICEF charity, collecting upwards of €50,000—about \$60,600 in U.S. dollars—each year. Money has gone to fight child labor in Nepal, develop school programs in Iraq, benefit street children in Brazil, provide water for schools in Angola, and educate girls in Eritrea.

Students in the SDA Bocconi Ethica Club orchestrate the fund-raising activities, meeting with UNICEF representatives to discuss available projects and then raising student awareness of the charitable cause. Club members raise money by finding corporate sponsors, selling tickets to an annual event, and organizing raffles.

Students annually raise money for another charity by producing the "SDA Bocconi MBA Calendar," according to Andrea Gasparri, the school's managing director. The calendar

“Trade causes peace through increased understanding and interdependence. Less trade causes less of both these things.”

John L. Graham, University of California in Irvine

features pictures taken by staff, students, and faculty, all on a particular theme, and it is sold both inside and outside the school. “Last year, students raised €4,500 and donated them to Mahak, an NGO in Tehran for the cure of children’s cancer,” says Gasparri. “This year the money will go to Médecins sans Frontières for a water-sanitation project.”

Such projects are challenging but rewarding for students, Gasparri says. “Students who choose to take part in these activities are deeply motivated and sensitive to ethical issues, as well to charity and fund-raising initiatives. These activities are quite demanding in terms of time and effort, and they require strong managerial capabilities. Students must fit them in while following a busy MBA agenda.”

Yet he clearly believes students learn a great deal from organizing conferences, looking for sponsors, and seeking out key guest speakers, partially because these activities help them make contacts with top corporate managers. “They can put into practice the lessons they are learning while also creating a strong network,” he says.

Students involved in the benefit fund raisers also get an intensive course in corporate social responsibility, Gasparri believes. “An ethical approach to business is fundamental for managers who want to create a healthy working environment and contribute to the creation of a positive corporate image and identity,” he says.

University of California–Irvine

Peace After War

Communities devastated by war face huge challenges even once that war is over. “Declaring peace is very different from building peace after the fighting has stopped,” says John L. Graham, professor of international business at The Paul Merage School of Business, University of California in Irvine, and director of the Center for Citizen Peacebuilding. “Outsiders can repair roads, houses, and communications. But the people who have survived the conflict must eventually rebuild their own communities if peace is to persist.”

Graham’s dream is to bring American business students to Northern Ireland to help rebuild communities that have been decimated by war. In 2004 he successfully completed a pilot program between UCI and the University of Ulster, taking 21 MBA students to Dublin and Belfast for a four-day international residential course. After meeting with University of Ulster graduate business students and managers, teams of students developed business plans for two commercial businesses and six social enterprises in Ireland.

The 2004 program involved a relatively short visit, but Graham is working to launch an expanded peace-building program that would take about 30 students overseas for a semester. Teams of students from UCI and the University of Ulster would develop five-year business plans for clients who manage social and commercial enterprises in Northern Ireland. Ultimately, the students would match the firms with potential investors from California.

Any business school can promote peace in any region from Guatemala to Bosnia-Herzegovina, Graham believes, if they use a similar model. One key benefit is that programs like this teach students business ethics in the most dramatic way possible.

“In the finance classes offered in this country, we teach students that selfishness makes a lot of sense,” says Graham. “But business ethics courses teach students that they have to consider a larger constituency, including poor people. Those two lessons are inconsistent. If we take students to post-conflict regions where inhabitants are trying to rebuild their community, I think it broadens their perspective on what’s important.”

The other benefits could have even more impact. “If the MBA students do a good job, then enterprises in the war-torn communities will survive and thrive,” he says. “Jobs will be created, and entrepreneurship will be stimulated. Additionally, the MBA students themselves will learn about international business and social responsibility—which will be key for them in building ethical enterprises here in the United States.

“Finally, both sides learn to understand and befriend one another,” says Graham. “Social relationships can evolve into long-lasting commercial relationships that strengthen peace.”

Peace in Our Time

While Graham is working on one specific plan to promote peace through commerce, he believes the effects can be dramatic and worldwide. In a chapter he contributed to the 2006 book *War and Reconciliation*, he notes, “Trade causes peace through increased understanding and interdependence. *Less* trade causes *less* of both these things.” Instead of dropping bombs on Middle Eastern countries, he says, “we should be giving them computers and Internet connections. The cost of a cruise missile is about the same as 1,000 Apple computers! And, at the most fundamental level, coercion does not work. Exchange does.”

To successfully promote the notion of peace through commerce, schools might need to undergo a fundamental

shift in what they emphasize, believes Tellis of Fairfield University. For instance, he says, most schools groom students to think that a desk in a corner office is the top goal. “We should probably encourage our students to go to a service experience before they go into the real world,” he says. “Even if only 10 percent of the students gained anything from the experience, the world would be a little better place.”

But there’s danger in that approach, too, warns Roomkin of Case Western’s Weatherhead School. By producing a generation of business graduates who passionately believe in sustainable development, corporate social responsibility, and the infallibility of peace through commerce, schools might be preparing those graduates for a frustrating working life.

“The incentive systems aren’t well aligned,” Roomkin says. “If we take in students who want to change the world, they may have to pay an atrocious price financially or personally to have jobs that allow them to do that. Unless

organizations find ways to integrate social responsibility into the job descriptions of every worker, this idea isn’t going to go anywhere.”

That being said, Roomkin still feels hope, especially if business schools promote the agenda of social responsibility. “If we address people’s underlying causes of conflict—hunger, disenfranchisement, health—we have a chance at playing a role in commerce and leading the peace,” he says. “But if business schools don’t fuel the fire, then organizations will have even less reason to change. And unless organizations change, peace through commerce is not going to work.”

While business must be involved in the solutions to the world’s problems, says Rodgers of Case Western, “you can’t talk about business without talking about the education of business leaders.” And if today’s business students are taught how to change the world, surely peace will be more than just a concept they learn in class. 

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The Global Footprint

A business school must examine six essential components of its program to create an effective — and ongoing — globalization strategy.

by **Ilan Alon and
Craig McAllaster**

Many business schools have added the word “global” to their course catalogs and brochures, but how many business schools have actually developed and implemented a comprehensive global approach to education? And how many are taking a true measure to see how global they really are?

Perhaps far too few, as we found in a survey we recently conducted at the Rollins College Crummer Graduate School of Business in Winter Park, Florida. The survey queried school administrators at MBA programs worldwide about the curricula, students, and faculty in their MBA programs.

Most of the 67 schools that responded to our survey indicated that globalization is a major influence on their programs. They touted the importance of developing global business education and graduating global business leaders. Even so, some also admitted to shortcomings in their current models of global education. Many acknowledged that they were hindered by unsystematic and incomplete reviews of their schools’ globalization efforts; a narrow focus on a single dimension, such as curriculum, exchange programs, partnerships, or student recruitment; and no overarching globalization strategy.

We recognize that even our own survey was limited in its global scope. We were pleased that the 67 MBA programs in our survey represented 19 countries and five continents. However, more than half of the programs, 36, were from AACSB-accredited public universities in the U.S. Even so, we view this survey as a first step in measuring the collective global footprint of business schools. Moreover, the results of this survey can serve as a place to start in developing best practices for globalizing business education.

Drawing on results from this survey, we have established a model to help business schools develop more clear-cut strategies and more effective practices to globalize their programs. We call this multidimensional model the “global footprint.” It includes six primary dimensions of the b-school program: the core curriculum, language study, student and faculty diversity, and student and faculty global experience. By assessing and addressing each of these dimensions, a business school can construct a global strategy that serves its students, advances its mission, and helps it establish a competitive position among international peers.



Curriculum

One of our fundamental questions centered on how survey participants had chosen to integrate international topics and global business into their curricula. We provided space for respondents to give examples of how they have adopted international business—whether they added a core course; created new electives, major concentrations, or degree programs; infused the subject throughout every course; or opened a center of study.

Their responses indicated great variation in how schools are integrating global subjects into the core curriculum. Rather than start a course on globalization, for example, the China Europe International Business School (CEIBS) in Shanghai has integrated a global focus into every part of its core curriculum. Its contention is that its faculty cannot teach subjects such as marketing, finance, or economics without using globalization as a central component. At the Crummer School, we require students to take two courses in international business, one of which may be a study abroad experience.

A school with the resources to “do it all”—establish electives, launch degree programs, open a center, and infuse a broad worldview of business throughout all courses—can be said to have a curriculum that is comprehensively global. But few schools have that kind of funding at their disposal. Therefore, the process requires thorough and thoughtful discussion among administrators, faculty, and students. Through that discussion, a business school can set priorities and determine which options work best within its individual budget and objectives.

Language Study

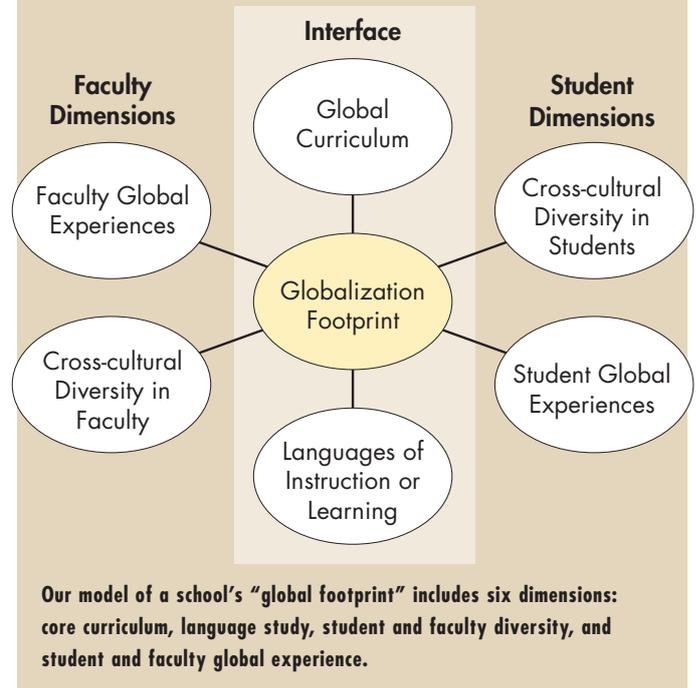
Respondents were asked whether or not they require their students to learn a language other than their own. Most schools rely on the fact that English is currently the *lingua franca* of international business, and that English proficiency automatically provides students with international capability.

In fact, 57 of the 67 schools in our sample offer classes exclusively in English. The MIB School of Management in Trieste, Italy, for example, is among the first MBA programs in Italy to provide courses in English only. Very few schools in our survey provide more than one language of instruction, although some do place an emphasis on multilingual ability. HEC Montreal in Canada, for instance, instructs its MBA students in English, Spanish, and French.

Student Diversity

Admitting a diverse student body is still a challenge for many schools in our sample. For example, one reported that the

Global Footprint Framework



nationality of its student body was completely homogeneous. Other schools are doing better, if only a little. Thirty-one of the 67 schools reported that fewer than 20 percent of their students came from another country. Fourteen reported that 20 percent to 39 percent of their students were international. Eighteen schools reported that 40 percent to 60 percent of their students were international.

Only three schools have developed very strong showings in student diversity: They reported that no single nationality dominated their student populations.

Students' Global Experience

We also wanted to know how many business schools required their MBA students to supplement their coursework through study or consulting projects in other countries. While 38 schools offered students the opportunity to take international study trips ranging from one to three weeks, only 11 schools in our sample made international study a requirement.

At 38 schools, international internships and work experience are not offered. International student consulting projects were even more of a rarity; 44 of the 67 schools did not make international consulting opportunities available.

Most business schools want to offer their students an international perspective; but if their own faculty members rarely travel, they are essentially asking their students to “do as they say, not as they do.”

Faculty Diversity

We asked our survey participants to describe the cultural makeup of their faculties, as well as the experiential backgrounds of their faculty members. Most schools—about 50 percent—reported that between 1 and 39 percent of their faculty have been recruited from outside the school’s home country.

Creating an ethnically diverse faculty is yet another challenge among survey respondents. Among the 67 respondents, all report that a majority of their faculty share a single nationality. Ethnic minorities make up fewer than 20 percent of the faculty at 43 of the schools in our survey.

Faculty International Experience

Finally, we asked survey participants about the international experience of their faculties. Most business schools want to offer their students an international perspective; but if their own faculty members rarely travel, they are essentially asking their students to “do as they say, not as they do.” Such a discrepancy may send the wrong message, especially if a business school wants to present a global character, not only to students, but to peer schools.

Although faculty at most of the 67 business schools in our survey travel internationally for conferences or presentations, not nearly as many make efforts to travel and teach abroad. That is, few volunteer to lead international student trips, teach at partner schools, or consult for international companies. Among our sample, 51 of 66 schools reported that fewer than 20 percent of their faculty regularly lead international trips. In addition, 38 of 66 reported that fewer than 20 percent of their faculty regularly teach or consult abroad.

Moving Toward Best Practices

Of course, business schools that post high marks in all six of these dimensions can confidently claim a large and comprehensive global footprint. However, 100 percent success in all six dimensions is not necessarily the desired objective for an individual business school. The level of internationalization within each dimension depends on a school’s strategy, budget, human resources, competitive environment, institutional context, and student demographic.

While one size won’t fit all, however, respondent schools generously shared their best practices for adopting and integrating globalization into their programs. For example, a few schools, such as the Georgia Institute of Technology in Atlanta, have appointed “czars of internationalization” to oversee their university’s globalization efforts. Such positions not only formalize the globalization process, but also

assign someone direct responsibility for implementing best practices and evaluating the results. Other schools have launched initiatives that include:

- Developing and leveraging international partnerships to create new opportunities and extend reputation.
- Creating MBA programs targeted specifically to international students.
- Integrating a thematic core curriculum involving teams of faculty.
- Requiring students to achieve proficiency in multiple languages.
- Establishing a center for the development of international research, courses, and training.
- Participating in faculty and student exchanges.
- Creating joint programs with organizations such as the Peace Corps or the World Bank.
- Requiring students to create international business plans for companies.
- Requiring students to travel overseas.
- Integrating cultures in the classroom.
- Involving students in joint programs with business students in other countries.
- Encouraging students to complete part of their studies at a school in another country.
- Actively recruiting international faculty.
- Providing funds for faculty to travel to other countries.
- Encouraging faculty exchanges with schools in other countries.
- Including international study trips, consultations, and research in faculty development activities.
- Assigning an administrator to track, evaluate, and adopt global best practices.

As our survey shows, even though globalization is labeled a priority at many schools, it often still does not receive the same strategic attention as other aspects of the business program. By assessing the six dimensions of its global footprint, a business school can devise mission-based objectives more wisely, allocate funding more effectively, and integrate global topics into its curriculum to its best advantage. Only then can a school know if its global footprint is sufficient for its purposes—or far too faint to make a mark in the global business education market. **Z**

Ilan Alon is associate professor of international business and director of global consulting projects at Rollins College’s Crummer Graduate School of Business in Winter Park, Florida. Craig McAllaster is dean of the school.

The Four Stages of Management Education

Managers require different kinds of education as they progress through their careers. As business schools seek to match their offerings with executive needs, they may find they can't be all things to all people.

by Kai Peters

A 20-year-old undergraduate with a marketing major doesn't have much in common with a 60-year-old CEO of a multimillion dollar firm. Even so, if business schools had their way, both would find their educational needs served by the same institution—and so would executives at every stage of their careers.

The truth is, at different points in their lives, business executives need wholly different types of management education. This fact should have profound consequences for business schools, yet administrators rarely consider it as they design their programs or select their faculty. A lack of alignment between what the market needs and what business schools offer has been the primary cause of the soul searching that has been rife within the business school community for the past several years.

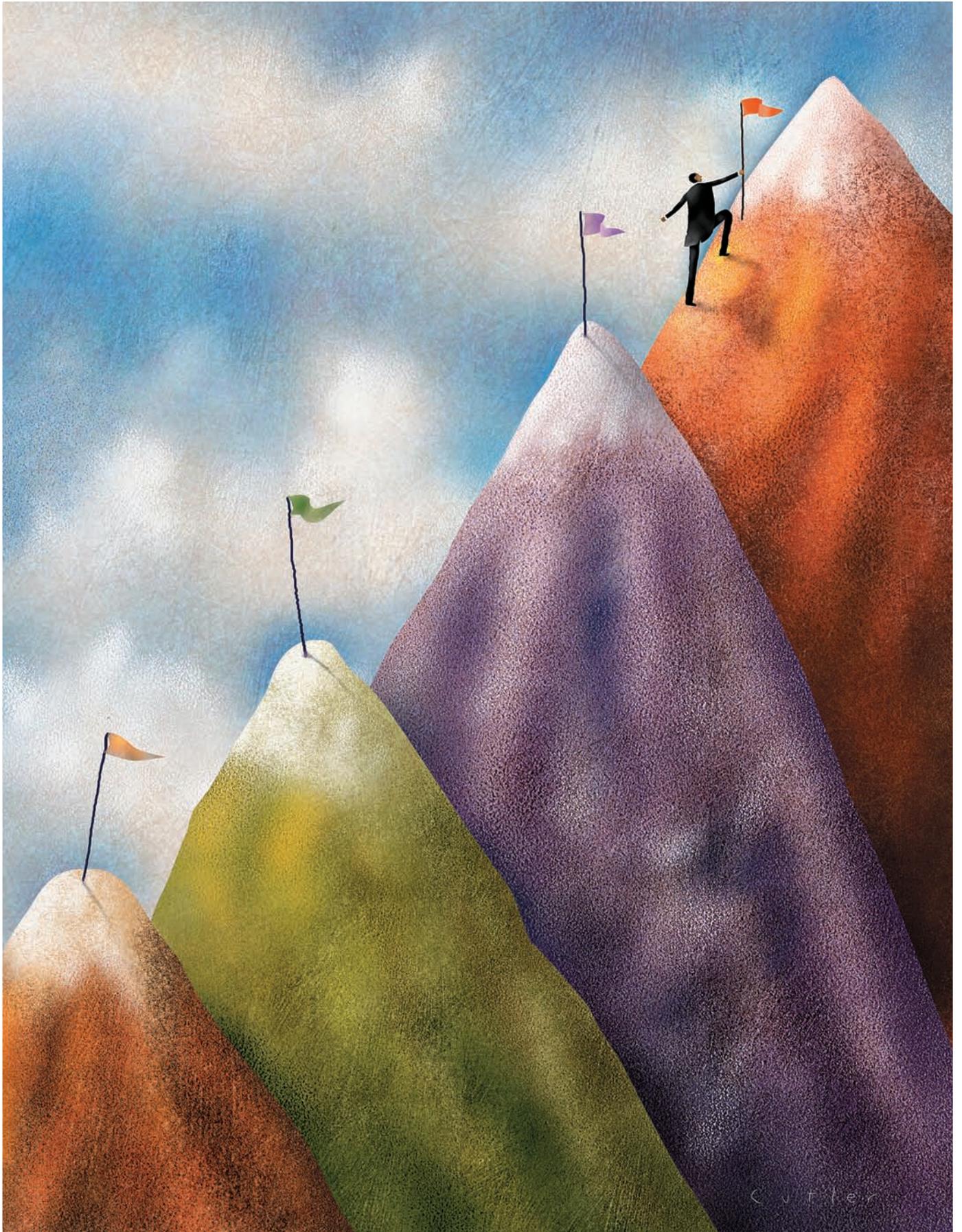
I believe that business education should be broken into four categories that correspond to the four different kinds of education executives require as they move through their careers. At the outset of their careers, managers must be functionally competent. As they take on more responsibility, they must have a grasp of context and strategy. As they rise higher in the ranks, they must develop the leadership skills needed to understand and influence people. As they become CEOs and other top executives, they must develop the reflective skills to understand what they wish to accomplish.

Schools that cater to these differing needs can position themselves along a continuum of education. Most schools are doing an excellent job in some areas, although they fall down in others. In fact, I do not believe that it's easy for schools to serve all of the needs of all participants across the whole range of career stages. The schools that try to do so must be quite large and must carefully select and allocate faculty. Few succeed. It's better for schools to focus on the areas of business education that work best for them—and their students.

One Stage at a Time

At different points in their lives, executives must acquire, and business schools can help them hone, four distinct skills:

Functional competence. At the most basic level of ability, managers must understand the fields of finance, accounting, marketing, strategy, IT, economics, operations, and human resource management. Business schools are actually quite good at fulfilling these needs at both undergraduate and graduate levels. Business school departments most frequently are organized by functional silos, and academic journals also mirror those disciplines. Many studies acknowledge that graduates at this level are satisfied



I've seen courses fail miserably because students were being taught an idea at a stage in their lives where it simply had no meaning for them.

with their knowledge acquisition and value their increased skills once they are in the workplace.

An understanding of context and strategy. Problems begin to appear at the next level of management. Rising executives need to understand how organizational processes interrelate and occur within a context. They must be able to make sense of societal changes, political drivers, social values, global interaction, and technological change.

These needs present a dilemma for schools. One reason is that there is little cross-functional research at many institutions. Not only are there few outlets for interdisciplinary research, but it is difficult for any professor to be well-versed in a broad range of subjects.

But there is a more critical reason. Without practical experience, it's impossible for faculty members to acquire an understanding of the multidisciplinary nature of the world and the specifics of managing within context. To understand—and teach—such skills, professors must have had hands-on experience within managerial environments, whether they were in the private, public, or nongovernmental sectors.

The ability to influence people. Building on their understanding of the interconnected nature of management, executives at the third level want to learn how to exert influence on their organizations. It is one thing to formulate a strategy, and it is quite another to implement that strategy while getting the buy-in of the rest of the staff. To be successful, managers must understand human drivers and the development of collective views. They must cultivate a broad understanding of societies and the sociology of organizations, and they must be able to challenge and communicate.

Again, this presents a significant difficulty for business schools. There are simply not many faculty members who have a psychological understanding of human drivers. In addition, few faculty have any experience in practically influencing social constructs within organizations.

Reflective skills. At the top level of management, executives need to develop themselves as human beings. Two considerations move them. First, as their seniority increases, they begin to reflect on their own wants, needs, and capabilities so they can set priorities and spend time on what's most important. Second, as they rise within management ranks, they inevitably are aging. Top managers not only must prioritize their work efforts, but they also must prioritize their life goals. As they realize they are mortal, they must consider what they want to accomplish with what time they have left.

Helping executives through these sorts of challenges is difficult for business schools. In fact, the best service providers at these times might be psychologists and life coaches, rather

than traditional business school academics. It certainly won't be the resident professor of accounting!

Four Lessons for Administrators

These four levels of managerial needs offer four lessons to business school administrators:

1. Age is a factor in management education. The primary need of younger business students is to develop functional expertise. While they also need to learn about context, organizational dynamics, and individual effectiveness, their most pressing need for those skills will come later. I personally think it is not very meaningful to talk to 18-year-olds about organizational dynamics and how an acceptance of mortality will generate a need for reflection. I've seen courses fail miserably because students were being taught an idea at a stage in their lives where it simply had no meaning for them.

Similarly, at the senior management end of the spectrum, there is no need to focus on functional skills. Executives acquire these at earlier stages of their careers—at one point, such skills were the “price of admission” for their ongoing career development. Instead, senior managers will want to focus on questions of strategy, organizational dynamics, and their own individual drivers.

2. The changing needs of executive development should dictate faculty composition. Younger managers need instructors who can teach traditional subject matter. Those in the middle of their careers need guidance from practitioners and integrators. Senior executives need coaches who can help them achieve wisdom, insight, and reflection. Practically speaking, then, business schools need to employ academics in the functional disciplines for younger students; consultants and “professors of practice” for mid-level students; and coaches, psychologists, and very experienced former leaders for senior managers.

3. The size of the classroom will shrink as the age of the students goes up. A large classroom is perfectly acceptable when the subject matter is basic business content or the development of functional skills. It is possible to lecture about economics to a group of 100 or to use Internet-enabled technology to transmit information to almost limitless numbers.

However, such transmissions of knowledge are less suitable for managers who already have some practical experience. Issues concerning interdisciplinary and cross-functional trade-offs involve decisions. Managers facing immediate business problems are looking for practical solutions from instructors with real-world experience, not simply an understanding of business theory. These participants benefit from smaller groups that can offer in-depth discussion and thoughtful insights.

The Stages of Management Education

	Undergraduate	MBA/Masters	Exec Ed	Coaching
Age	20	28, give or take five years	35	45+
Educational philosophy	Content	Integration	Action	Reflection
Purpose	Judgment/maturing/job	Job	Career progress	Making choices
Class size	Up to 600	75	30	1
Faculty	Professor	Practical professor or professor of practice	Professor of practice or practical professor	Psychologist with business insight
Faculty drivers	Peer-to-peer research	Peer-to-peer research or professional journals	Clients/personal/satisfaction/business impact	Business impact
Audience	Individual	Individual	Organization	Organization via the individual
Success	Entertainment and engagement	Entertainment	Impact	Results
Teaching style	Lecture	Case studies	Live cases	Dialogue
Setting	Concrete box	Brick building	Business class	Luxury
Food	Pizza	Sub sandwiches	Steak	Caviar

At the most senior managerial levels, the group size is likely to be reduced even further. It is simply unsuitable to discuss issues of personal priorities and boardroom dynamics in large group settings. In addition, there are practical challenges inherent in trying to assemble a large number of senior managers in one room at a common time. Therefore, executive education for top-level managers is likely to take place in relatively small groups.

4. Geography plays a part in education choices. Undergraduates frequently seek out a school that provides an affordable, enjoyable study environment—and is close to home. MBA candidates looking for career acceleration are often drawn to urban centers where potential employers are located. By contrast, executives who are looking for a chance to be more reflective seek venues that are outside of the normal bustle of their busy careers. It is unlikely that one school can meet all these needs with one location.

Applying the Lessons

Administrators who understand the four stages of management education, and the lessons derived from them, have a clearer perspective on how to organize their schools. If a business school decides to cater to managers at specific career stages, this decision will influence the type of faculty the school hires, as well as the types of programs it provides—whether these are BA programs, MBA programs, open courses, tailored courses, or coaching services. Determining what market segment to serve will also help administrators choose the physical location where learning activities will take place. There will be fixed seating for large groups, loose seating for participants in

workshops, and comfortable chairs and quiet environments for executives who have come for coaching.

If administrators do not segment properly, they face a host of problems. They might make the disastrous choice of picking an introverted and function-driven faculty member to lead groups that need to gain practical insights and learn integrative thought processes. They might schedule open courses for senior managers, and then find themselves teaching to empty classrooms.

Administrators must give special thought to how to teach MBA students, who require a blend of functional orientation and integrative, dynamic instruction. Some studies indicate that the age of 28 is the breaking point. Younger students need education that is weighted toward the functional disciplines, while older students need a more integrated experience. Mixing the two age groups can be suboptimal, but many schools do it.

Business schools aren't the only ones that make mistakes in program format and delivery. Corporate universities and management development departments do it, too. I've spent considerable time trying to talk companies out of providing "courses" for their staff development when a more action-learning, integrative design would have been far more successful for participants.

Sometimes the challenges of alignment and segmentation—including co-locating different activities—can have hilarious outcomes. Watching undergraduates or younger MBAs devouring coffee and cake laid out outside classrooms for executive education audiences is like watching locusts descend. Having coaches and reflective psychologists teach

It is critical for business school administrators to understand how to segment their target markets and align their offerings.

fact-driven, functionally oriented engineers in MBA programs has caused class boycotts. In those cases, the school didn't realize it had to tailor its offerings to its audience.

Understanding the Market

It is critical for business school administrators to understand how to segment their target markets and align their offerings. Because managers have such a broad range of needs over the course of their careers, they require a broad range of faculty, teaching models, group sizes, and physical locations to help them learn. To be successful, schools must identify which segments of the management education population they can best serve, and then concentrate on those segments.

It's also critical for administrators to understand how their physical locations should influence the kinds of programs they offer. If a school is located in London or New York, it should be serving the global business community; if it is

located in a small town, it should focus on local students. Similarly, administrators must realize how the populations they serve affect their classroom and faculty structures. Schools with large undergraduate programs require a large faculty and a steady cash flow, but they are likely to be more successful at research than schools dependent on fluctuating MBA populations and small faculties.

I believe that alignment and segmentation are ultimately good for business schools. Specialization generates expertise and promotes differentiation. With differentiation, schools can communicate a clear message to a defined market. Differentiation also allows for a broad range of schools to thrive in the market. When all schools claim to be all things to all people, they will do some things very well—and other things very badly indeed. **Z**

Kai Peters is chief executive of Ashridge Business School in the United Kingdom.

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Dean **and** CEO

If business schools operate like businesses, should deans consider themselves chief executive officers?

by George Bickerstaffe

Today's business school deans have much in common with chief executive officers of major corporations. They run complex, money-making enterprises that have to keep pace with the competition and respond nimbly to changes in the corporate world. They demonstrate strong leadership as they motivate and manage their senior staff. They work long hours, travel around the world, and act as the most public faces of their organizations.

But deans also must handle the challenges of the academic environment, which include raising funds and supporting research initiatives. Few CEOs have to add such duties to their list of responsibilities. In fact—as eight international deans profiled here can attest—today's deans must fit one of the most complex job descriptions on record if they are to survive and succeed.

Groomed for the Role

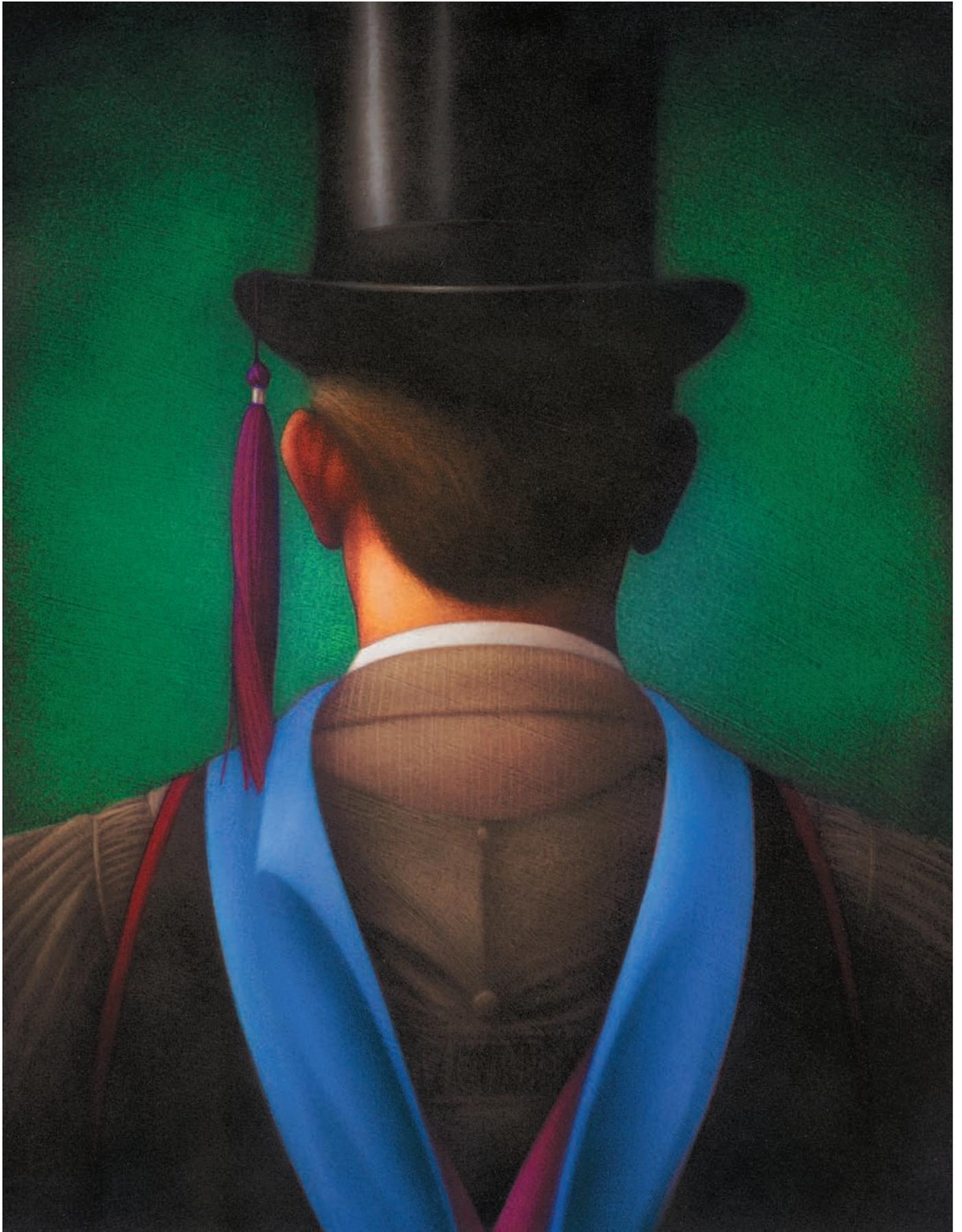
Today's deans are more like CEOs than ever because business schools are growing closer to the business world, says Gabriel Hawawini, dean of INSEAD in Fontainebleau, France, and Singapore. This convergence is happening, he says, “partly because schools need the support, partly because executive education is becoming of greater importance, and partly because business is now starting to say what it wants from business schools—in the type of MBA graduates it wants, for example.”

In the past, as business schools delivered education via disciplinary silos, schools sometimes preferred a dean who would not interfere with the traditional academic structure. According to Peter Lorange, president of IMD in Lausanne, Switzerland, some schools tended to choose deans who would not cause any problems—who were, in effect, the weakest candidates. That's no longer true. “The role is not ceremonial anymore,” he says.

But are prospective deans prepared to act as CEOs—in effect, to take on the challenges of running complicated, expensive, international organizations? Maybe not. According to Leo Murray, former long-term dean of Cranfield School of Management in the U.K., business schools and the management education industry generally are not doing enough to groom individuals with the necessary skills of leadership, salesmanship, business acumen, and interpersonal communication. “Academia is not producing enough talent for business schools as an industry to remain successful,” Murray says.

In fact, unlike the business world, the academic world offers little formal training to candidates for top roles. “I think business schools only started to think about developing their own people relatively recently,” says Chris Bones, the principal of Henley Management College in the U.K.

Bones is trying to amend that. Henley runs an advanced management program designed for managers, and recently the school opted to put one of its own young faculty through the program. Bones notes that academics



“A great business school combines the best of academic and business cultures. The business experience helps deans appreciate the challenges students will face. The academic experience lets deans appreciate the importance of research.”

—Robert L. Joss, dean of Stanford’s Graduate School of Business

at other schools are also starting to put more thought into management training for their young faculty.

Another source of training for aspiring deans is the New Deans Seminar offered by AACSB International. This year, the program will be held June 25 through 28 in Tampa, Florida. Topics covered include raising money, achieving accreditation, managing change, and surviving other challenges that face deans. With such advance training through seminars and management programs, tomorrow’s deans will be significantly more prepared to take on their jobs as chief executives.

The Business of B-School

Unlike a major corporation, a business school is not just a cash-producing enterprise. It’s also an academic institution. Should the top executives of such hybrid institutions practice what they preach and conduct their schools like businesses?

Yes, but with a few key differences, believes W. Steve Jones, dean at the Kenan-Flagler Business School at the University of North Carolina in Chapel Hill. “In a business, the measures of success are very simple—ROI, earnings per share, and so on,” he says. “At a school, the important measures are the knowledge you generate through research and how you pass it on to students.” A school’s success isn’t calculated over the short term, he adds. “It’s not about quarterly results.”

Jordi Canals, dean of IESE Business School in Barcelona, Spain, believes “a business school has to be both a business *and* a school. If you’re too much a business, then you become like a consulting firm or a corporate university.” On the other hand, he adds, a business school that is not run like a business becomes no different than any other academic unit within a university, with none of the special attributes and abilities a b-school can possess.

Standalone schools that are not part of a university system are run even more like businesses—with one huge difference, says Bones of Henley Management College. “We have to act to ensure our continuing existence, like any other group of managers,” he says. “And—and it is an ‘and’ not a ‘but’—we are also a charity. We have a role in helping to better people. Our goal is more than just making a big surplus. So while we will want to be businesslike and professional, we would never move away from that charitable ethos.”

A Demanding Skill Set

Precisely because a business school blends business and academia, there’s ongoing debate about what kind of background a dean must have to be the most effective top officer. While an academic might have a better grasp of managing faculty and a business professional might have a truer picture

of the business world, it’s hard to argue that one set of skills is preferable to the other. The broad consensus is that modern deans need abilities in each area.

“A great business school combines the best of academic and business cultures,” says Robert L. Joss, dean of Stanford’s Graduate School of Business in California. “The business experience helps deans appreciate the challenges students will face and helps them understand the importance of operational issues in the life of the school. The academic experience lets deans appreciate the importance of research in keeping faculty at the leading edge of their fields. Deans with academic experience also understand the challenges involved in teaching MBA students. If deans lack experience in one area, it is very important that they recognize that and do their best to compensate.”

Deans need to develop a broad range of skills because they have distinct and multiple roles to play—only a few of them analogous to the job of a typical CEO. They must provide ethical, educational, and managerial leadership for faculty, students, staff, and alumni. They must raise the funds necessary to maintain and enhance the institution. They also must ensure the efficiency of the school’s internal workings, watch the competition so the school can address its weaknesses and exploit its strengths, and act as the external embodiment of the school.

Says INSEAD’s Hawawini, “The dean’s role is essentially to connect to the external world in general and the school’s alumni network in particular, though that assumes that the school is internally strong already. If it’s not, then—while communicating externally is always important—the role might be more internally focused to help to build up the school.”

Jones of Kenan-Flagler and Canals of IESE both believe that a dean has a set of interrelated goals: The dean must establish a mission, then formulate a strategy to achieve that mission. Part of the strategy involves hiring an outstanding faculty and a dedicated staff, who will work to achieve the school’s long-term goals. Therefore, says Canals, it is critical to set a mission for the school and ensure that the faculty’s interests align with that mission.

Canals also believes deans have a wider role in helping to develop the management education industry generally, through involvement in bodies like AACSB International and the Graduate Management Admission Council. At the same time, he says, business school deans have a much broader mandate: They must interpret business to society and communicate to corporations what society expects of them. Thus, he says, deans are not just contributing to their own schools, but to society as a whole.



Money and Travel

Even without the world outreach, deans have plenty to occupy them on campus. Their time is divided into a whole host of duties: raising money, handling faculty issues, dealing with alumni, dealing with students, and meeting with corporate recruiters and school supporters. Since all the functions are critical to the school, a dean can be spread very thinly. “The workload is intensive, and you have to be organized,” says INSEAD’s Hawawini.

How many hours a dean spends on each particular task varies with the school. Stanford’s Joss, for example, says he spends approximately 40 percent of his time raising funds. Hawawini also gives a great deal of his attention to fund raising, especially since INSEAD launched a €200 million fund-raising campaign in 2004.

Nonetheless, Hawawini estimates that he spends the bulk of his time—about two-thirds of it—on the road, meeting corporate supporters, alumni, and friends of the school who are not alumni. Every other month, he spends a week visiting INSEAD’s Singapore campus. Once a year, he visits each of INSEAD’s 23 local advisory councils in countries around the world. He travels to the U.S. two or three times a year and is a frequent visitor to the Middle East.

Lorange of IMD also divides his time between travel and on-site responsibilities. When he’s on campus, most of his time is taken up with staff and faculty meetings and answering a heavy load of e-mails. The job “requires absolutely full attention, six days a week, typically 10 hours a day,” he says.

Still, most deans realize that any other top executive maintains a similar schedule. “The workload is comparable to that of a business professional like a senior lawyer or a senior business executive,” points out Jones of Kenan-Flagler.

Managing Time and Relationships

To survive the demanding schedule, deans, like CEOs, must know how to delegate and set priorities. Jones says his priorities are always driven by three central tasks: attracting good people, ensuring the financial health and future of the school, and making sure it provides the right kind of learning environment and experience. Within each activity,

he adds, “there is further prioritizing based on where my involvement has the greatest leverage.”

Jones gives this advice to deans: “Determine where you need to be personally involved, and then delegate in areas where you not only don’t need to be involved, but where others are really more effectively engaged than you are. For example, there is a lot of ‘prospecting’ work in fund raising, where development staff are better and more effectively employed than the dean.”

Hawawini notes that business schools today are run by a team, not a person; and his own team includes a deputy dean for faculty and a deputy dean for administration. Stanford’s Joss delegates many HR responsibilities to his senior associate dean for operations, who functions somewhat as a COO. For instance, says Joss, the associate dean helps recruit top managers and reviews all areas of the business school in terms of how they are positioned strategically and how they are managing financial, human, and physical resources.

Although most deans believe in delegating, they emphasize that some responsibilities need to be handled personally by the dean—such as faculty issues, relationships with key corporate supporters, and fund-raising efforts.

“Yes, you delegate; but you also have to make sure that you know what is going on,” sums up IESE’s Canals.

While it’s essential for deans to have strong support from their associate deans and staff members, they also must establish good working relationships with their bosses, who are usually university presidents. But sometimes, like CEOs, deans must report to many bodies: the president of the university, the faculty, the international advisory board, the executive committee of the alumni association, and more. Not all of these have the power to hire and fire, but they can make life pleasant or unpleasant for a dean, says Canals.

Edward A. Snyder, dean of the Graduate School of Business at the University of Chicago, also acknowledges many bosses. He says, “Formally, I report to the university president. But I also try to elevate the advisory council to a sort of board that I report to. These are very high-powered people. I also think that I report to the faculty, the students, and the alumni. Alums especially like to know the strategy and the financial picture.”

Stepping Down

At some point, no matter how good a dean’s relationship with his staff, his board, and the university administration, he begins to consider retiring from his position. Some deans stay in office for more than 20 years, but it’s more common for deans to keep their positions for one or two defined terms.

**“Deans who want to stay a long time can become too timid, and that’s not good.
On the other hand, if your stay is too short you might become reckless.”**

—Edward A. Snyder, dean of the Graduate School of Business at the University of Chicago

Canals at IESE admits that it’s difficult to set a time limit on how long one person should remain as dean. “As long as you are adding value, then you may go on if you want to,” he believes. “I think there are three dimensions: How do stakeholders feel about you? How are you performing against the metrics? And do you feel you are still up to the job?” Even so, he is a firm believer in set terms that are neither too short nor too long, because these promote good discipline on all sides. He considers three years ideal.

Snyder at Chicago, who is coming up on the end of a five-year term, takes a similar view. “You try to do your job and make the best decisions you can no matter how long you’re staying,” he says. “Deans who want to stay a long time can become too timid, and that’s not good. On the other hand, if your stay is too short you might become reckless. But I don’t really think it’s an issue. The only time where staying long-term is good is in fund raising, where it can take a long time to build relationships.”

While a top CEO usually retires from the job altogether when he moves out of the corner office, many deans re-enter the workplace as faculty. In fact, the desire to get back to teaching or research can influence a dean’s decision to leave. Deans rarely have the time to teach, though many try to take a class or two; they have even fewer chances to conduct research or publish.

This can be worrisome. As Canals says, “If you think you are not progressing your academic career by being a dean, then it is time to step down.”

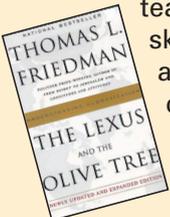
Like retiring CEOs, deans want to leave behind prosperous institutions that have clear directives for their future success. As business schools develop a greater understanding of how much they resemble true businesses, more individuals will be groomed for the top position and given all the tools they need to achieve greatness in the dean’s office. **Z**

George Bickerstaffe is author of *Which MBA?*, an annual guide to business schools published by the Economist Intelligence Unit.

Coming

IN THE JULY/AUGUST ISSUE

- Sara Martinez Tucker, head of the Hispanic Scholarship Fund, is passionate about getting more Latino students enrolled in college—and learning about business.
- Trend forecast: Nontraditional MBA programs are having a significant impact on the way management education is delivered.
- A new course at Georgia State teaches integrated business skills in a global context—and its only textbooks are current newspapers and Thomas Friedman’s *The Lexus and the Olive Tree*.



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Technology

Better IT, Better Business

The more technology has advanced, the more money companies have spent on IT to improve everything from productivity to communication. But even as they spend more in their IT budgets, many managers are wondering whether the investment is really worth it. Some business schools are now stepping in to offer programs that link IT savvy with management know-how, so that management and IT professionals can make better decisions when it comes to their IT expenditures.

For example, since the 2000 launch of its Master of Science in Management of Information Technology, the McIntire School of Commerce at the University of Virginia in Charlottesville has seen a steady rise in the program's enrollment. Aimed at working professionals from one side or the other of the IT/management divide, the program is designed to teach both groups how the other side works.

"In the late 1990s and early 2000s, people were throwing huge amounts of money at IT because they knew its potential. But they were realizing increasingly low returns on their investment," says Cyndy Huddleston, assistant dean of graduate marketing and admissions. "We've spent the last five years trying to understand how managers can learn to use technology to save costs, create value, and drive business."

Students can opt for McIntire's 12-month program, in which they meet every other Friday and Saturday in Charlottesville; or its 16-month program, in which they meet every other Saturday in Reston. During the program, students continue to work and use the IT man-



Students in McIntire's MS MIT program link technological savvy and management skills.

agement challenges they face at their jobs as the basis for much of their discussion and assignments. Both tracks follow a four-module progression that includes IT architecture; IT project management; enterprise IT management; and the capstone module, IT strategy and management. The capstone module also includes a feature called "Executive on Ground," in which CIOs from companies such as Sprint and the Peace Corps mentor students and help them with their final projects.

It took a year—and interviews with 40 managing partners and CIOs—to create the MS MIT degree, says Barbara Wixom, associate professor of commerce and program director. Since then, 445 students have completed the program, and 72 are currently enrolled. In the future, the school plans to add tracks

that target the government and finance sectors.

Both Wixom and Huddleston say they've been most surprised by the patterns of enrollment in the program. Early cohorts were filled mostly with lower-level managers who had been sent by their supervisors. But when those managers returned to their jobs with improved skills, their supervisors decided to enroll as well. Today, Wixom says that senior-level managers make up nearly half of enrollment.

"Our MS MIT program is attracting IT professionals who want to think like businesspeople and managers who want to know more about IT," says Wixom. "All managers want to know whether they're making the most logical IT decisions and getting the most return on their IT investment."

Rising Interest in Online Ed

A recent survey indicates that adults may be turning to online education in greater numbers. High Voltage Interactive, a California-based marketing firm, surveyed 1,000 adults, most ranging in age from 24 to 65, regarding their attitudes about online education. Of those surveyed, 74 percent indicated they would consider taking classes online. Moreover, when respondents were asked to choose among 27 online degrees, business was the most popular option, with nearly 50 percent expressing interest. Forty-two percent were interested in education or human resources, and 36

percent were interested in accounting.

According to the survey, 42 percent of respondents expected online education to be supplemented with face-to-face meetings. In addition, when it comes to taking a course that combines online and face-to-face interactions, respondents preferred to meet in person once a week (43 percent). Fewer were interested in courses that met in person only once a month (31 percent) or once a semester or quarter (17 percent). Only 9 percent preferred courses that included a one-week intensive

DATABIT

The number of public wireless "hotspots" recently surpassed **100,000**, up from **57,000** just a year ago, according to JiWire, a California-based company that helps mobile users find access and connect to wireless Internet service. Which country has the most hotspots? The U.S., with **37,073**. Which city? Seoul, Korea, with **2,056**.

classroom session with the rest of the course given online.

Respondents also were asked whether they preferred to learn online or in the classroom, and why. When presented with seven possible reasons, those

who preferred to work online ranked the ability to "work at my own pace" and "work on my own time" as their top two reasons for preferring online courses. Reasons such as "cost tends to be less" and "usually takes less time" ranked last.

Those who preferred to work in a physical classroom presented

TOOLS OF THE TRADE

Hyperion Offers Software Grants to B-Schools

Hyperion, a software company in Santa Clara, California, recently announced that its Academic Alliance Program will offer software grants to business schools worldwide. The grants will provide Hyperion's Business Performance Management software and enable its integration into business and business technology curricula.

The grant program will make available case-based Business Performance Management instructional materials; demos and tutorials; computer-based training courses; and white papers on the use of business performance management and business intelligence tools. In the future,

the program also will provide hosted online access to more tools, applications, and resources. To that end, Hyperion will begin testing remote, hosted access to materials, in which faculty and students can use its query, analysis, and reporting tools. With these tools, users can develop custom, personalized "dashboards" over the Internet and use them to control and monitor their individual projects.

A growing number of companies are using business intelligence and performance management tools to manage their businesses, says Valter Cantino, a professor at the Scuola di Amministrazione at the Università di Torino in Italy. Hands-on experience with these tools helps students learn "to draw information from various managerial systems and processes, including financial consolidation, enterprise resource planning, and auditing and compliance," he adds.

Current recipients of the Hyperion Academic Alliance Program grants include the Università di Torino, Chulalongkorn and Rangsit Universities in Thailand, and the University of Baltimore's Merrick School of Business in Maryland in the U.S.

To learn more about the Academic Alliance Program, visit www.hyperion.com/services/education_services/academic_alliance.cfm.



a more mixed response. Younger respondents were more likely to question the credibility of an online degree, while older respondents were more likely to want regular face-to-face interaction in their educational experience. When respondents in both groups were asked what would most convince them to take an online course, they ranked “knowing the value of the online degree” as the most important factor.

To read more of the survey, visit www.searchforclasses.com/temp/surveyresultsshortversion.pdf.

NEWSBYTES

■ GOOGLE TAKES ON FINANCE

In March, search engine giant Google announced the launch of the beta version of Google Finance, which will compete with established financial sites such as Yahoo Finance, Marketwatch.com, and TheStreet.com. The new wing of its popular search engine site will include stock market information, financial news, links to companies, blogs, and an interactive chart that connects world news and events to changes in stock prices. The site also allows users to create personalized lists of stock quotes for selected companies and funds. Danny Sullivan, editor of the SearchEngineWatch.com, told CNet.com that he wondered what took the company so long to enter this area of the online market, adding that this was a “good move” for Google.

■ ONLINE LIBRARY BY 2010

The European Union’s Information Society and Media Commission plans to make available an online digital library comprising at least 6 million texts by the end of this

■ Technology’s ‘Top Ten’

The March/April issue of *Technology Review*, published by the Massachusetts Institute of Technology in Cambridge, included its 2006 list of “10 Emerging Technologies” that hold the most promise for computing, medicine, telecommunications, and business.

In addition to a number of new medical technologies, this year’s top ten included advances such as pervasive wireless technology that can seamlessly link wireless devices to data networks; cognitive radio,

which allows wireless devices to share airwaves more efficiently; stretchable silicone that will allow for the manufacture of devices flexible enough to be rolled up like a newspaper; and universal authentication, which will assign Web users a code that allows them to move from site to site while keeping their personal information secure.

To read a list and descriptions of all ten technologies, visit www.technologyreview.com/special/emerging.

DATABIT

According to a survey from CyberSource Corp., a supplier of e-payment and risk management products, companies with online operations lost **\$2.8 billion** to online fraud in 2005.

decade. The creation of the European Digital Library was sparked by Google’s 2004 announcement that the popular search engine planned to begin digitizing texts from major libraries. The European Union hopes that 2 million texts will be available online by 2008.

■ FRANCE TAKES ON APPLE

France’s lower house of parliament recently passed a law that may put a halt to Apple’s dominance in that



country’s digital music market. The new law requires online music retailers, including Apple’s iTunes, to provide users with conversion codes that will allow them to transfer one format of digital music to another. The codes, in place to protect copyrighted digital material, currently do not allow such conversions to take place. The lasting effects of the law are uncertain, but digital music providers have protested the law as a measure that may weaken their defenses against music

piracy. Some industry watchers fear it may result in Apple pulling iTunes out of France altogether. The law still must be reviewed by France’s upper house.

■ PROTECTING COPYRIGHTS

Ever since the first songs, movies, and images were posted online, thieves have tried to infringe on their copyrights and steal them. To help combat this problem, researchers at the Clark School of Engineering at the University of Maryland in College Park have created a new form of digital rights management technology. The technology specifically blocks “collusion attacks,” in which thieves avoid detection by working together to steal “pieces” of a movie or image and then reconstituting the material for distribution. Old theft-prevention technologies would not be able to track individual thieves in a collusion attack. The new technology, however, embeds a unique ID code on each piece of multimedia content, which can be traced back to the thieves, no matter how many.



Biz History Comes Alive on the Web

Knowing the history of business is crucial to understanding today's business trends. With this in mind, librarians at the Harvard Business School's Baker Library in Cambridge, Massachusetts, want to ensure that the lessons of business history are widely available via its new series of Web-delivered media, "Historical Returns."

The series combine a selection of original short films, Web links, books, articles, digital content, and digitized historical documents from Baker Library. The first installment of the series, "Financial Bubbles," depicts the similarities between the 1990s dot-com boom and a similar financial crisis in 18th-century England known as the South Sea Bubble. Like the Internet craze, the years leading up to the South Sea Bubble were marked by financial promises, "irrational exuberance," and the ultimate collapse of the South Sea Company in 1720.

These series are created for a general business audience, and all of their information will be available to the general

public. They are designed give visitors a chance to compare historical events and ideas with their modern counterparts, explains Mary Lee Kennedy, Baker Library's executive director. "Each Historical Returns capsule provides relevant material from our historical collections,



These two 18th-century images depicting the South Sea Bubble are part of the Baker Library's online business exhibit, "Financial Bubbles."

research tools, and a Flash movie to frame and contextualize a specific business climate," she says.

The series highlight the role history plays in business, both in informing its present and shaping its future, says Karen Bailey, curator of rare books for the library. The Web is one of a library's most effective tools for making that historical information available, she adds.

"The Web is a hub of discussion and an environment where ideas can travel, connect, and spread," says Bailey. "There was never any question that this type of dynamic setting was perfect for a series like Historical Returns."

The capsule "Financial Bubbles" is now available at www.library.hbs.edu/hc/historicalreturns. The release of the next installment is planned for later this year.

iPod Nation Comes to UMich

The University of Michigan's Ross School of Business in Ann Arbor announced a partnership with Apple, in which it will convert recordings of its events and seminars to podcasts. The free podcasts will be offered to the business school community via Apple's iTunes Music Store.

Such information already was available on its Web site; but school administrators felt that providing it in podcast format would make the audio versions more accessible, since users can download them to any MP3 player, as well as to their desktops. The podcasts will include channels for school news, events, and seminars; centers and institutes; and publications. UM's schools of music and dentistry started offering podcasts last year. **Z**

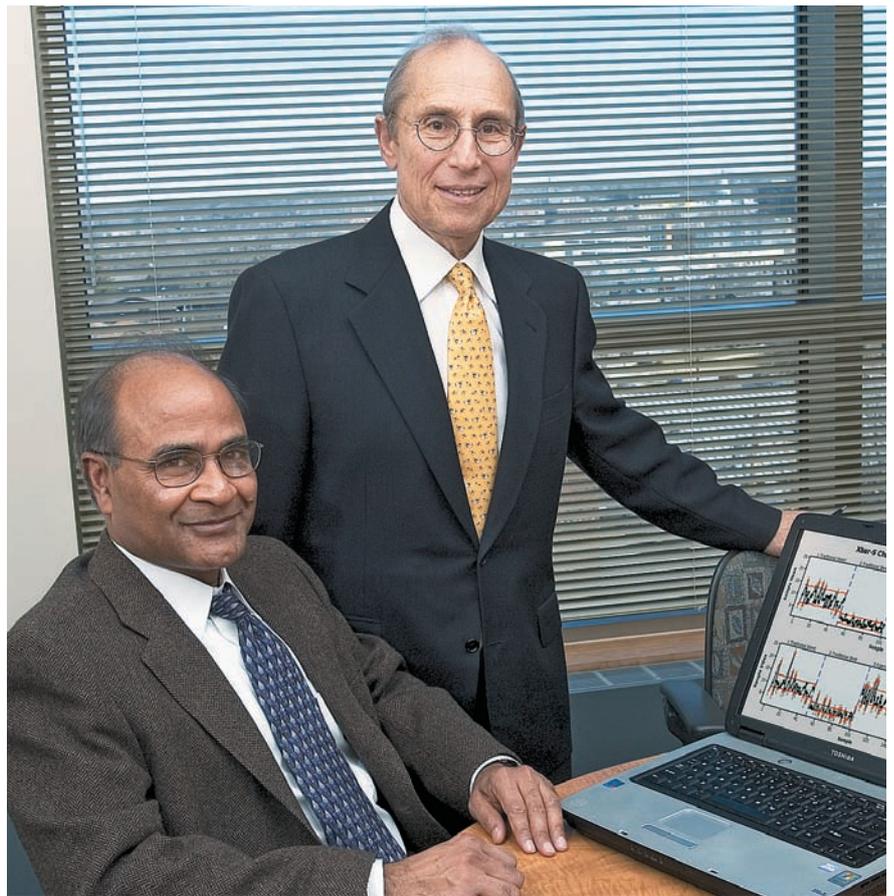
Improving Healthcare: One Patient at a Time

What do a waiting room of patients at a busy Indianapolis healthcare clinic and an assembly line of cars at an automobile manufacturing plant have in common? Both can lead to a host of workflow problems if they aren't handled correctly. That's the assumption of new research by Herbert Moskowitz and Shuresh Chand at the Krannert School of Management at Purdue University in West Lafayette, Indiana. They conducted their research through the Regenstein Center for Healthcare Engineering at Purdue.

Both professors have specialties in manufacturing management, but they became interested in applying their expertise to the healthcare field after hearing Paul O'Neill, former Secretary of the Treasury, speak at the University of Minnesota. As the CEO of the Pittsburgh Regional Healthcare Initiative, O'Neill emphasized the problems with the current healthcare system.

"He said that there was a need for people with skills in operations to help make healthcare systems more efficient and effective," says Moskowitz. "That was a great motivation for me."

When the Indiana University Medical Group (IUMG) approached Moskowitz for help in improving patient flow at the most problematic of its 18 outpatient clinics, he and Chand had the perfect opportunity to apply manufacturing management principles to healthcare. Their work with IUMG is outlined in the paper "Improving Patient Flow at an Indiana University Medical Group Outpatient Clinic: An Application



Krannert School of Management professors Shuresh Chand (left) and Herbert Moskowitz with their computer simulation designed to streamline operations at an Indianapolis health clinic.

of Factory Physics and Six Sigma Principles."

Moskowitz and Chand pinpointed several problems with the clinic's operations. First, patient wait times at the clinic were long and unreliable. Second, inefficient patient processing caused backlogs. Because each medical assistant was assigned to a particular doctor and processed only that doctor's patients, one assistant might be overwhelmed with patients while another might have none at all. Third, patient arrivals were erratic and unreliable. Even though the clinic made appointments six to eight weeks in advance, it experienced a patient no-show rate of a staggering 40 percent.

As a result, doctors often ran late in seeing their patients; or, if a patient failed to show up, they had

times when they weren't seeing anyone. "With that kind of no-show rate, doctors are often underutilized," says Chand. "Long waiting times and uncertainty about when patients will see a doctor only make no-shows worse."

The researchers decided to apply two tools readily available to manufacturing but rarely used in healthcare: factory physics, which targets the behavior of a manufacturing environment, and Six Sigma, the quality improvement methodology used at companies like Motorola and GE. "Right now, most healthcare operations simply don't have a systematic way of scheduling and processing patients," says Moskowitz.

After observing clinic operations, the two researchers created an animated simulation using Extend,

“BY MAKING HEALTHCARE OPERATIONS MORE EFFICIENT, PHYSICIANS, STAFF, AND PATIENTS, AS WELL AS THE PATIENTS’ EMPLOYERS, ALL BENEFIT. IT’S WIN-WIN-WIN.”

— Herbert Moskowitz, Krannert School of Management at Purdue University

a simulation software application from Imagine That Inc., a company in San Jose, California. Using the simulation, they recommended that the clinic implement the following improvements:

■ Convert 60 percent of its traditional advance appointments to same-day appointments (those made no more than 48 hours before arrival), which have a no-show rate of only 3 percent.

■ “Batch” patient arrivals so that patients arrived in groups, rather than one at a time. For instance, the clinic would ask nine patients to arrive for 8:00 a.m. appointments. New patients would be asked to come ten minutes early, while old patients would be asked to come five minutes early to spread arrivals. By batching patient arrivals, the clinic could avoid the workflow problems that come with patients arriving late or not at all.

■ “Pool” patients into a single queue in the waiting room, so that patients have equal access to all medical assistants. If one assistant is answering the phone or locating a missing record, another assistant would still be available to help patients in the waiting room.

In the simulation, the changes reduced bottlenecks, improved physician utilization, and improved the no-show rate. The percentage of patients whose wait to see a physician exceeded 20 minutes was reduced from 27 percent to just more than 3 percent. Clinic staff members were so impressed with the simulation that they plan to put these changes into action.

Moreover, Moskowitz and Chand, as well as students who helped with the research, learned a great deal from working with the real-world healthcare environment. “I’m now

more effective in teaching the MBA students in my process improvement course,” says Chand. “By studying the clinic’s operations, we saw many things we don’t often see in a manufacturing environment. Batching, pooling, telephone interruptions—seeing so many elements in a single example is truly rare.”

Moskowitz and Chand will continue to use simulations to experiment with new approaches to improving patient flow—thereby reducing cost—in healthcare environments. They are now pursuing funding to study the use of radio frequency identification (RFID) technology to streamline patient processing.

With healthcare costs on the rise, companies in all sectors are eager to find ways to make the healthcare process more efficient, says Moskowitz. “A significant portion of the cost of any product pays for employee healthcare. By making healthcare operations more efficient, physicians, staff, and patients, as well as the patients’ employers, all benefit. It’s win-win-win,” he says.

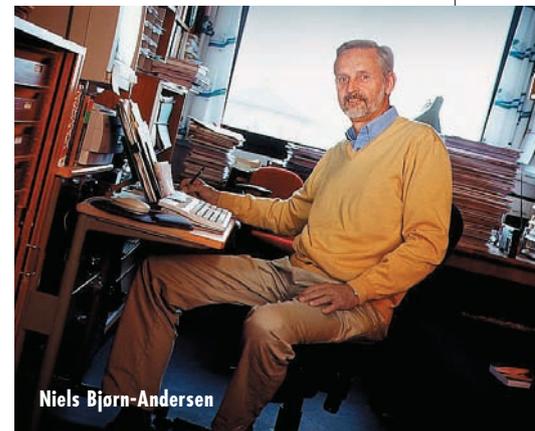
To read more about this and other research at the Regenstreif Center, visit www.purdue.edu/discovery/park/rche/index.php.

■ The Death of the Printed Page

A recent study by Niels Bjørn-Andersen, a professor at Copenhagen Business School’s Department of Informatics in Denmark, predicts the demise of the printed page may come sooner than many think, as it loses ground to electronic transmissions of information. At a recent CBS conference, the “eMedia-Nordic Seminar on eBusiness and Media,” Bjørn-Andersen noted that big players

like Google, Amazon, and Wikipedia are likely to win the media wars in the coming years.

E-business, says Bjørn-Andersen, is growing at 30 percent to 40 percent per year. This means that traditional publishing companies are being threatened by companies like Vodaphone, Nokia, Microsoft, Google, and Amazon, as they begin to deliver content via PDAs and mobile phones. Printed information sources like the Encyclopedia Britannica are also threatened by the new



electronic sources, such as Wikipedia, a popular online encyclopedia.

Furthermore, Bjørn-Andersen points out that while consumers are quite happy to receive information on the Internet, very few Internet users are actually willing to pay for online content. “It is very difficult to create a sustainable revenue flow from Internet publishing,” says Bjørn-Andersen on his Web site. “E-media is not stealing the business away from newspapers. It is simply eroding the current business models.”

Finally, Bjørn-Andersen notes that, in the future, users will increasingly personalize content for their individual consumption. “It is no longer a question of a ‘push’ strategy, where

a media editor will decide the content,” he says. “Rather it is a ‘pull’ strategy, where each of us will decide for ourselves one way or the other what we are interested in receiving.”

For more information about the eMedia project, visit its Web site at uk.cbs.dk/forskning_viden/konferencer/emedia.

■ Mind Over Marketing

Physicians have long seen the placebo effect with their patients—that is, if patients *believe* a pill will make them feel better, it often does, even if the pill contains nothing of medicinal value. Ziv Carmon, associate professor of marketing at INSEAD in Fontainebleu, France, and his colleagues Baba Shiv, associate professor of marketing at Stanford University, and Dan Ariely, professor of management at MIT, wanted to discover whether or not the placebo effect also held true for marketing messages. Could consumers’ beliefs about a product affect how well it worked? In a paper recently published in the *Journal of Marketing Research*, the researchers found that factors such as price and marketing message can actually increase or decrease a product’s effectiveness.

“It has been highly documented that consumers believe that higher prices tend to reflect higher quality,” says Carmon. “We wanted to see if consumers’ seemingly baseless beliefs about a product may be self-fulfilling.”

In a preliminary study, the researchers gave 38 members of a fitness center an energy drink, Twinlab Ultra Fuel, before their workouts. One group of participants was told the drink was purchased at its regular price of \$2.89; another group was told that the regular price

of the drink was \$2.89, but that it was purchased at a discounted rate of \$.89. After their workouts, each participant was asked to rate the intensity of the workout. The researchers found that those who believed the drink was discounted reported feeling more fatigued than those who believed the drink was purchased at full price.

This study, however, measured only the participants’ *perceptions* about product efficacy. The researchers wanted to see whether marketing factors could actually *influence* a product’s effectiveness. Therefore, they set up another series of experiments to see what effect price and marketing have on product efficacy. In each experiment, groups of students consumed an energy drink



Ziv Carmon

called SoBe Adrenaline Rush, a drink that claims to improve mental acuity, and then solved a series of puzzles.

For example, one experiment focused again on product discounts. Some students were told their university billing accounts would be charged full price, or \$1.89, for the SoBe drink; others were told that the product’s full price was \$1.89, but that they would be charged a discounted price of \$.89. Both groups then consumed the drink and, after ten minutes, solved a series of puzzles. A control group solved the puzzles but was not told about the drink and did not consume it.

In another experiment, researchers studied the power of marketing messages on product efficacy. In

UPCOMING & ONGOING

■ NEW RESEARCH COMPETITION

The International Finance Corporation (IFC) and the *Financial Times* (FT) have launched their first annual research paper competition to promote private sector development. The competition, “Business and Development: The Private Path to Prosperity,” invites research papers targeted to the international financial community. “A healthy private sector is a critical element of long-term poverty reduction,” says Thomas Davenport, manager of IFC’s Foreign Investment Advisory Service unit. “Exciting new paradigms are emerging, and we hope this competition will help bring them to light.” Awards include one Gold Award of \$30,000, two Silver Awards of \$15,000 each, and three Bronze Awards of \$10,000

each. For information and an entry form, visit www.ifc.org/competition. Deadline for entries is set for June 30, 2006.

■ NEW CENTER TACKLES GLOBAL ISSUES

The University of Warwick’s Centre for the Study of Globalisation and Regionalisation has been awarded €5 million by the European Commission to create an international network of more than 250 scholars. The network will provide research to help governments devise responses to global problems such as terrorism, disease control, gender inequality, and the environment. The Network on Global Governance, Regionalisation and Regulation (GARNET) will be directed by Warwick professor Richard Higgott. Its advisory board will be chaired by Pascal Lamy, director-general elect of the World Trade Organization.

"MARKETING MAY BE MORE POWERFUL THAN COMPANIES REALIZE."

—Ziv Carmon

this experiment, before consuming the drink and solving a series of puzzles, a group of students read a marketing message that included the statement, "drinks such as SoBe have been shown to improve mental functioning, resulting in improved performance on tasks such as solving puzzles." A control group solved the puzzles without consuming the drink or reading the message.

In both cases, researchers found that the placebo effect holds true for marketing as well as medicine. In the first experiment, students who believed they were paying full price solved more puzzles correctly than either those who believed they were paying a discounted price or the con-

trol group. In the second, students who read the marketing message solved more puzzles correctly than those who did not.

Such studies as these could change the way companies view their marketing and discounting practices, says Carmon. "Companies need to think more carefully about whether price discounts are the best way to promote sales," he says. Because of the placebo effect, discounts may actually make a product less effective.

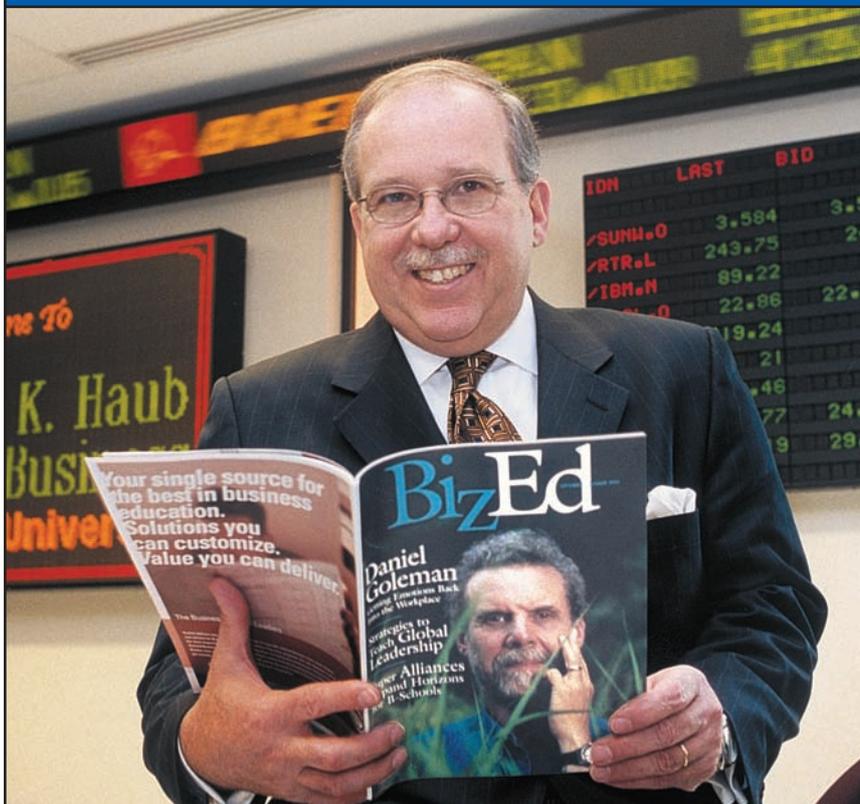
At the same time, the study also raises interesting ethical dilemmas for marketers, who could use the placebo effect to make false claims or raise the price simply to improve its effectiveness in the marketplace. "Even mod-

est placebo effects may make false claims legitimate," the researchers write in their paper.

In the future, Carmon and his colleagues plan to study whether the country where a product is said to be made may also produce a placebo effect; or whether an unbranded, but otherwise identical, medication may result in less effective healing. In each of these situations, says Carmon, "marketing may be more powerful than companies realize."

To read the entire study by Shiv, Carmon, and Ariely, "Placebo Effects of Marketing Actions: Consumers May Get What They Pay For," visit Carmon's Web site at faculty.insead.edu/carmon/cv.html. 

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I Going Global? Go All the Way

On a recent trip to the Pudong District in Shanghai, I walked down the sidewalks eyeing signs from Citigroup, AT&T, and Morgan Stanley, and I was struck by the sheer normalcy of their presence in a market that once was closed to Western business. I realized that, unlike business students ten years ago, our students today are more likely to land their first jobs in Shanghai or Dubai than in New York or London. Those billboards are just one indication of how global the business world has become.

But as business schools, are we adapting our programs aggressively enough to reflect these changes in the industry? I don't think so. Many schools are introducing a course or study focus in globalization, announcing a partnership, or adding a student exchange. But to a large extent, business school administrators and faculty are reluctant to make globalization a fundamental part of their programs.

That hesitation, to some extent, is understandable. Global programs require a significant commitment of financial and human resources. Schools must have faculty willing to travel and teach abroad. They are under great pressure to allocate just the right resources, make just the right curricular changes, and form just the right partnerships. Under such pressure, schools often adopt a "little-bit-at-a-time" mentality in the belief that small steps are better than no steps at all.

Such a mentality may have worked a few years ago, but not today. Adopting globalization on

a piecemeal basis is not enough to keep up with the needs of global business. Business schools need to integrate globalization throughout their curricula to immerse students in the global economy and prepare them for survival and success.

At Syracuse University's Whitman School of Management in upstate New York, for example, one-third of our MBA students now work during the summer as interns in cities such as Madrid, Cape Town, Singapore, Cyprus, Shanghai, and Tokyo. This year, a company in Cyprus even asked us if one of our students could stay in her internship through the fall semester, while continuing her MBA program long distance. We were happy to accommodate the request, and we hope for—and even expect—more like it.

Even so, as we discussed the redesign of our own MBA program, Whitman faculty and administrators realized that we, too, could go further in our attention to globalization. From the cases used, to the speakers invited, to the topics discussed, to the travel experiences offered, to the students accepted, we decided that we needed to reevaluate our programs and integrate all, not just a few, of the following initiatives to view every aspect of our programs through a global perspective:

Make every course global. We decided that we first must ensure all of our courses incorporate a global viewpoint. Whether our students are studying entrepreneurship, marketing, or accounting, they should know how that topic relates to the world at large. They should know that the New York Stock Exchange is branching out overseas, seeking to list foreign companies to capture new markets; that the Bank of New

York recently reported that the trading and investment value of shares of foreign companies surpassed \$1 trillion in 2005; and that, according to the *Wall Street Journal*, nine out of every ten dollars raised through new company listings was done in London or Luxembourg instead of New York.

Students should know there are six times as many consumers in India, China, and Malaysia as there are in the United States. They need to know that, with this inevitable change in purchasing power, corporations will rely on them to understand those markets and know what it takes to sell to those customers. But students will only come to this understanding if we present these realities to them in every course they take.

Invite guest speakers with globalization in mind. Our students must have face-to-face interactions with executives who know business on a global scale. It is much different merely to read about offshoring and outsourcing, for example, than it is to speak to an executive from, say, JPMorgan, a company that has announced plans to have 30 percent of its global workforce in India by the end of 2007. What are the implications of this trend? What is the cultural impact of taking a customer service phone call in India from a consumer in the United States? Students must be given the opportunity to learn answers to these questions from a person, not a textbook.

Use technology to bring the world to the classroom. We know that executives cannot always make a personal visit to our campuses to speak to our students. We need to maximize our use of video conferencing to bring executives into the classroom from all

GLOBALIZATION MUST BE PART OF A BUSINESS SCHOOL'S MINDSET, NOT JUST ITS COURSE CATALOG.

over the world, to give our students a personal tour of a new Volvo plant in Shanghai or a new bank in Taipei.

Offer a wide selection of global experiences—in non-English-speaking countries. We need to send students not just to England or Australia, but to Asia, Africa, Latin America, and the Middle East, where they can immerse themselves in cultures different from their own. At Whitman, for example, we plan to take more students abroad in study groups. We recently took our executive and full-time MBAs for a weeklong tour of China, where they were given an insider's look at Chinese companies and the Shanghai Stock Exchange.

Gather a diverse student body.

Attention to admissions is crucial when it comes to giving our students global experiences from the moment they step onto campus. To this end, Whitman strives to admit a student body comprising approximately 50 percent non-U.S. citizens, from countries such as India, China, Taiwan, Colombia, Ukraine, Korea, Thailand, Germany, Kazakhstan, and Holland.

Seek out new opportunities to offer global exposure. We don't need to stay within the boundaries of a course or exchange program to infuse globalization into our programs. We can look for other ways to make it a part of our campus culture. For example, not only do we integrate international content into most of our courses, but we also require all Whitman MBA students to read



Melvin T. Stith

Travels of a T-Shirt in a Global Economy by Pietra Rivoli. Reading the book as a cohort gives our students yet another opportunity to explore their own roles in globalization.

Put international partnerships in perspective. Many business schools are seeking out partnerships with their international peers. Indeed, for smaller schools, partnerships may seem to be the only way to include a global component. But such partnerships alone do not make a business school a “global” business school. Such partnerships are only one piece of a larger global strategy and outlook.

Don't stop “thinking global” at graduation. As we redesign our MBA program at Whitman, we are also looking at what we can do to support

our students' global development after graduation. As a university, we believe we also should help the companies who hire our students with any visa arrangements or problems. We also should continue to be a source of information and support for our U.S. students who work overseas or for our international students who stay to work in the U.S.

I'm sure that most business schools are doing one, or some, of these initiatives. But how many are doing them all? Integration of comprehensive, across-the-board global initiatives should be the norm at all business schools, especially if we want to make sure our current MBA students are the future leaders and drivers of this global economy.

Fifty or even 20 years ago, it was unimaginable that Harvard would extend its reach beyond Cambridge, Massachusetts, to offer programs in Beijing and Hong Kong, or that Wharton would look beyond Philadelphia, Pennsylvania, to set up campuses in Tokyo and Singapore. But today, both scenarios are realities, as many markets open themselves to Western business education, just as they did to Western business.

Globalization must be part of a business school's mindset, not just its course catalog. Like business itself, business schools must be global, in mind and in deed. **Z**

Melvin T. Stith is the dean of the Martin J. Whitman School of Management at Syracuse University in New York.

Bookshelf

“Whoever said there is no poignancy or subtlety in finance?” ask Karen Berman and Joe Knight in *Financial Intelligence*, a book designed to help nonfinance types through the complexities of accounting statements. Their main premise is that any manager needs to understand how accountants arrive at key numbers—how they make assumptions about revenue, how they estimate depreciation, where

they assign certain costs. Using easy-to-understand language and providing clear definitions, the authors walk the reader through the income statement, the balance sheet, ratios, return on investment, and all the attendant calculations. The book is not intended for the MBA with a finance major, but for the top-level manager who really wants to understand the business. “You don’t need to be a rocket scientist,” Berman and Knight insist. “The math is easy. And calculators are cheap.” And the book makes sense. (Harvard Business School Press, \$24.95)

Few books about leadership would contain this sentence: “Leadership is the closest thing we have in our economy to applied philosophy.” Yet that’s one of the insights offered by playwright and Zen master Jonathon A. Flaum, who co-wrote *The 100-Mile Walk* with his father, Sander Flaum—an old-school marketing expert and founder of the Leadership Forum at the Fordham Graduate School of Business. The Flaums realized that today’s business leaders don’t always hear the advice offered by “old guys”—and

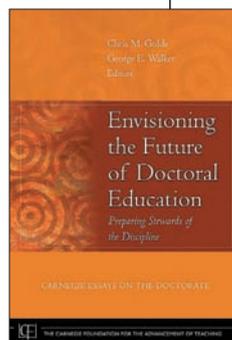
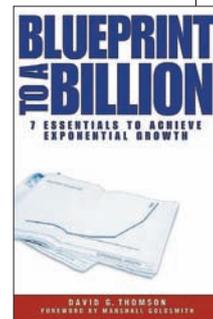
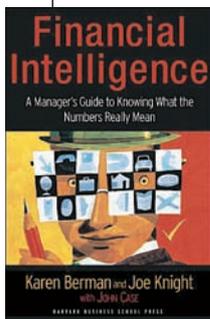
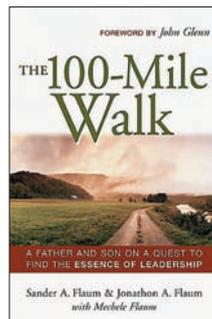
that younger managers have different perspectives, priorities, and problems. So they pooled their wisdom and approached the topic from opposite viewpoints, hammering out their main points during long walks through 100 miles of varied terrain. The result is both thoughtful and charming as they deconstruct what a leader must know about people, purpose, passion, performance, and other leadership practices. In the chapter about people, Sander says that a leader must be “the best motivator, the best listener, the best facilitator, and the best identifier of best ideas.” Jonathon adds that leaders must be aware “that employees value their lives as family members, parents, and friends.” As business adapts its paradigm to accommodate a changing workforce, books like this will help managers find their way. (AMACOM, \$24.95)

If you could start from scratch, how would you design your doctoral program? That’s the question at the heart of *Envisioning the Future of Doctoral Education*, produced by the Carnegie Foundation for the Advancement of Teaching and edited by Chris M. Golde and George E. Walker. They gather 16 essays by senior faculty members working in a range of arts and sciences fields. While the authors inevitably offer critiques of their own fields, what emerges is a clear-eyed look at the problems that plague doctoral education as a whole—including in business schools. Common themes include the fact that

many Ph.D. recipients are ill-prepared either to teach or take jobs in industry settings; women and minorities are underrepresented; and attrition by doctoral candidates is alarmingly high. Yet through it all, the high purpose of doctoral education shines through: “to educate and prepare those to whom we can entrust the vigor, quality, and integrity of the field ... ‘stewards of the discipline.’” In a powerful way, the book is both troubling and hopeful. (Jossey-Bass, \$50)

Companies that succeed particularly well have distinct characteristics in common, and David G. Thomson has done some sleuthing to uncover them. In *Blueprint for a Billion*, he answers his own question: “What is the *quantifiable* success pattern for America’s highest-growth companies?” Analyzing Google, Microsoft, Harley-Davidson, and dozens of other companies, Thomson isolates the essential steps to exponential growth. Surprisingly, he finds that billionaire corporations can exist in either emerging or mature markets. Some are “shapers of a new world,” such as eBay; some are niche

shapers, such as Starbucks; others are category killers, such as Home Depot. How these companies enact their value propositions and how they capitalize on their leadership skills and customer relations contribute to their phenomenal growth. As Thomson notes, “The odds



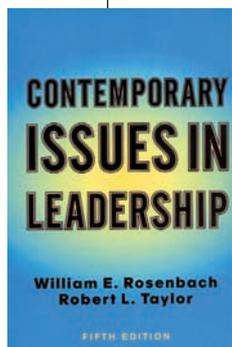
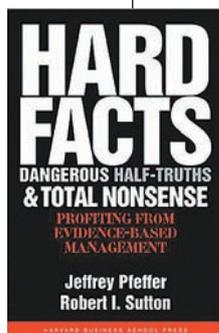
"SILOS—AND THE TURF WARS THEY ENABLE—DEVASTATE ORGANIZATIONS."

—Patrick Lencioni, *Silos, Politics and Turf Wars*

of turning an idea into a billion-dollar business...are one in 20,000!" His book seeks to shorten the odds considerably. (Wiley, \$27.95)

Who better than Jeffrey Pfeffer to take on the sprawling industry of management advice books? In *Hard Facts, Dangerous Half-Truths & Total Nonsense*, he and co-author Robert I. Sutton debate some of the widely held beliefs that fuel management practices today, from "best organizations have the best people" to "change or die." True? Maybe not. Instead of jumping on current fads, executives need to rely on evidence-based management, which requires them to examine their own organizations to determine what is and isn't working *for them*. This means setting aside cherished but unproven ideologies, no longer clinging to practices that worked before—or worked somewhere else—and not slavishly copying the strategies of another company that *seems* to be doing well. It also means not being dazzled by the latest gurus with big ideas. Pfeffer and Sutton name names and don't entirely exempt themselves: "Those of us who hawk business knowledge need to come clean. We need to deny that we have magic answers." Rife with examples, rich with commentary, this is a terrific book about every manager's struggle to improve. (Harvard Business School Press, \$27.50)

The ongoing debate about what constitutes a good leader gets an intriguing presentation in *Contemporary Issues*

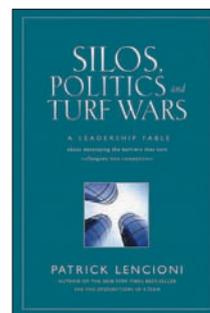


in *Leadership*, edited by William E. Rosenbach and Robert L. Taylor. Included are essays from a veritable who's who of leadership experts: John Gardner, Warren Bennis, Daniel Goleman, Robert Goffee, Jim Collins, and many more. The contributions have been reprinted from a

wide variety of sources and time periods—Gardner's is 40 years old—and showcase a diversity of approaches. "The differences in leadership research methodology and conclusions, as well as the absence of consensus on what leadership really is...are a reflection of the diversity of people, organizations, and cultures," the editors write. The final result is a thought-provoking book full of distilled wisdom. (Westview Press, \$33)

Academics are accustomed to speaking of "silos of discipline," and they frequently puzzle over how to offer a more integrated education. But silos exist in the business world, too, and can hamper effectiveness just as much. "Silos—and the turf wars they enable—devastate organizations," writes Patrick Lencioni in *Silos, Politics and Turf Wars*. "They waste resources, kill productivity, and jeopardize the achievement of goals." He presents an engrossing fable of a young consultant

who discovers how to help organizations tear down the walls between departments. One key is to have everyone pull together as if they are in crisis mode, fighting for survival. Another key is summing up the company's broad rea-



son for being and putting it in writing. This requires developing an overarching thematic goal, a set of defining objectives, a set of ongoing standard operating objectives, and the metrics to test them. When everyone in the organization understands the common goals, Lencioni believes, co-workers unite and silos disappear. (Jossey-Bass, \$22.95)

Quick Looks

Sometimes recent graduates aren't prepared to handle tricky work situations. What should they do if they discover their new product is defective, if a co-worker gets drunk while meeting with clients, or if they're pressured to provide sexual favors for top executives? In *Reality Sales*, Ohio University professors Jane Z. Sojka and Dawn R. Deeter-Schmelz offer 21 role-playing situations that cover ethical dilemmas and uncomfortable situations. Detailed teaching notes guide instructors through students' possible responses, the consequences of each action, and ongoing discussions. (Atomic Dog Publishing, \$12.95)

Inspirational speeches delivered at Brigham Young University form the heart of *Business with Integrity*. Business leaders and academicians offer their thoughts on living a life of purpose, faith, integrity, character, and good conscience. Heavily influenced by the school's Mormon outlook, the book offers one path through the tricky thicket of business—and life—today. (BYU Press, \$20) **Z**

Spotlight



University of Ottawa marketing students stage a dramatic photo-op at a press conference to launch their project, "Making Niger Our Business," where they threw pieces of orange fabric into the air. Orange is the color of Niger's flag and a symbol of famine.

fees and a percentage of a night's proceeds to the project. They held "positive demonstrations" in front of local media offices, where they held up signs that thanked their donors. Journalists walking into the buildings not only noticed their signs; they came out to cover the story.

So far, Laflamme's students have collected \$250,000 in hospital equipment and raised more than \$25,000. He expects them to raise \$40,000 more before the end of the school year. In June, he and five student representatives, chosen by their peers, will travel to Niger to oversee the distribution of the equipment

Marketing Makes a Difference

Undergrads at the University of Ottawa work to end famine in Niger.

The famine in the African nation of Niger, caused last summer by a locust plague and drought, received little attention in the press. But the disaster made a strong impression on Guy Laflamme, a marketing professor at the University of Ottawa's School of Management in Ontario, Canada. What better way to address an underserved problem, he thought, than to ask his undergraduate marketing students to think of ways to solve it?

The project, called "Making Niger Our Business," required considerable planning during the summer, when Laflamme had to establish relationships with Nana Aicha Foumakoye, Niger's ambassador to Canada, and the appropriate NGOs. He also had to assure the university that the project's public activities would reflect the school's message and mission.

In the fall of 2005, Laflamme separated the 150 students in his marketing strategy and consumer behavior courses into small groups. He then challenged each group to devise innovative marketing concepts. At the end of October, each group gave a five-minute presenta-

tion on their ideas. The students collectively chose each group's best idea; each group was then responsible for putting its idea into play.

"From a marketing standpoint, it's a big challenge to raise funds for a cause people know very little about, that affects a country 5,000 kilometers away," says Laflamme. To further motivate his students, Laflamme went one step further: He donated his salary for teaching both courses as their startup capital.

Most students, says Laflamme, spent close to 100 hours working on the project over the semester. They created a Web site and an imaginative 30-second television spot that aired on local television. They also recruited other students to create a "human chain" that spanned the 1.2 kilometers between the center of campus and the Embassy of Niger. Their two-hour vigil received a wealth of coverage by local media.

Students also formed agreements with local pubs to donate entrance

**"STUDENTS CAN LEARN TO
CREATE SOLUTIONS THAT WILL
HAVE SUSTAINABLE IMPACT."**

— Guy Laflamme

and funds, including the construction of water wells and latrines near three schools in the city of Tahoua. They also will work with the University of Niamey in Niger's capital to develop campaigns to educate the public about topics such as nutrition and birth control.

"I hope to repeat the Niger experience year after year with my undergraduate students. I also invite other universities to obtain the template for the Niger project," says Laflamme. "Students can learn to create solutions that will have sustainable impact."

For information on "Making Niger Our Business"—and to see the students' 30-second television ad—visit www.makingnigerourbusiness.com. 