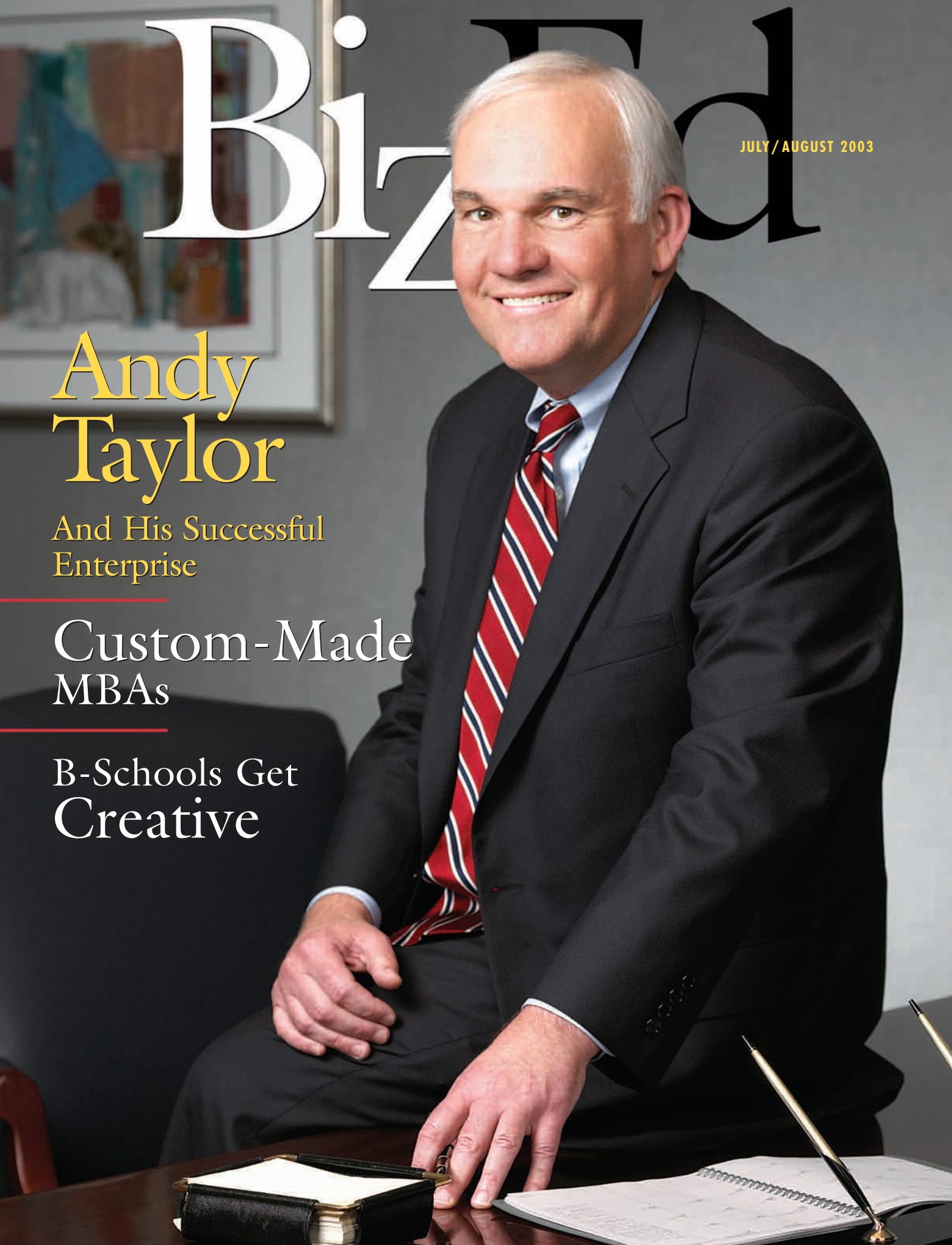


# BizEd



JULY/AUGUST 2003

## Andy Taylor

And His Successful  
Enterprise

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## Custom-Made MBAs

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## B-Schools Get Creative

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JULY/AUGUST 2003

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Cover photo courtesy  
Enterprise Rent-A-Car



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# From the Editors

## In the 'Zone'

**Making a phone call from the U.S. to France, Namibia, or Singapore is not a matter of simply picking up the phone. It takes planning. After all, when my workday begins, that of the French is about to come to a close. It's already evening in Namibia. And in Singapore? Well, it's already tomorrow.**

As the scope of articles for *BizEd* grows more international, I've found that my visits to a certain Web site, [www.worldtimezone.com](http://www.worldtimezone.com), have become more frequent. At this site, I can coordinate my own time (Central Standard Time) with any other to make sure I reach the person I'm calling. With one click, I can bring up a world map that shows me where the sun is shining and where it has already set. With another, I can see which countries are in daylight-saving time. I've

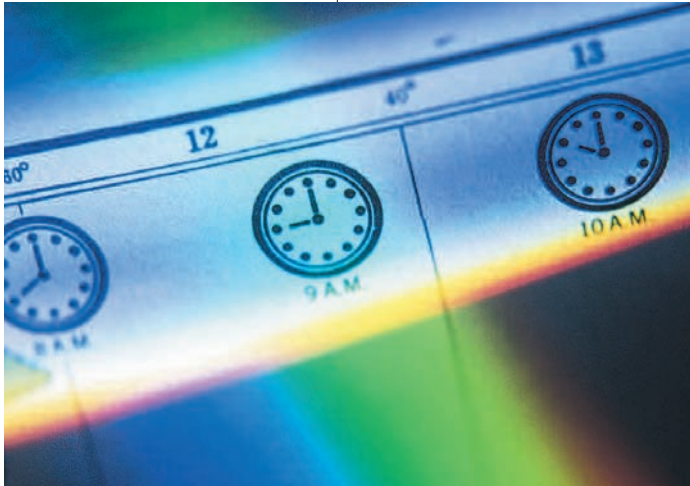
learned the proper military designations for time zones, from "Alpha" to "Zulu," and that the abbreviation for Hong Kong's time zone is HKT.

Such knowledge might seem esoteric, but it's truly symbolic of the age in which we live. Everyone in business is moving at different speeds, at different times, in different directions. As a result, it has become important for executives to have a larger frame of reference than their own. To work with diverse groups of people, they need a cultural and ideological context for others, whether they're in different time zones or simply have a different way of looking at the world.

In this issue, we've delved into ways businesses and business schools are expanding their own frames of reference to accommodate new employees and new ways of thinking. The article "The Creative

Curriculum" explores how business schools are using creative exercises to help students broaden their perspectives in the corporate arena. And in "Putting People First," Enterprise CEO Andy Taylor discusses how international expansion is not possible without putting together a global workforce of committed employees.

Navigating time zones is just one small part of this new age of business. But the fact that my favorite time zone Web site boasts more than 1 million visitors a month demonstrates that people are becoming more curious and aware of how others experience the world. And, some might say, it's about time. **Z**



Lucia Bisson

BILL BASCOM

# Letters

## Minority Update

I enjoyed your article “Minority Report” in the March issue. I am the director of the Multicultural Business Scholars Program (MBSP) at the University of Kansas School of Business. I established the MBSP in 1992 to increase the presence of students of color in the School of Business. Our goal is to attract, retain, graduate, and place multi-ethnic business students in significant positions.

The MBSP provides scholarship funding and an intensive mentoring program that offers individual support through regular one-on-one meetings with faculty mentors, peer

group meetings, and social activities. Funding for the program comes entirely from individuals and corporations. We provide scholarships to partially cover tuition, fees and books, admission to extracurricular educa-

tional and cultural events, funds to provide facilities, and associated costs for regular group meetings.

Over the past ten years, performance data of the MBSP have been tracked and reported. The student retention and graduation rate over ten years is 85 percent, compared to the University’s retention rate of 35 percent for students of color and 56 percent for the white population over the past six years. All 47 students who graduated from the program since 1996 have attained excellent positions with leading U.S. companies.

Last year, I was appoint-



## Babson MBA

## Babson/Intel MBA Program



“The cases discussed in class have mirrored the issues faced by my company. I have been able to apply classroom learning ‘real time’ with positive results, as well as share my knowledge with my managers and peers.”

—Joe Rogers, Application Developer,  
TMG Supply Chain Applications

### Real Work, Not Homework

In the Babson/Intel MBA program, Intel employees earn advanced degrees while applying course work directly to their workplace.

Our unique program:

- synchronizes with Intel’s strategic initiatives through custom electives and action-based projects
- features a blended format of in-person and online instruction
- offers sessions conducted by Babson faculty one weekend per month at Intel locations
- stresses opportunity recognition, innovation, and creative problem solving

To learn more about this exclusive program, visit [www.babson.edu/MBA/Intel](http://www.babson.edu/MBA/Intel)

ed Director of Multicultural Programs for the entire KU campus to establish similar programs throughout the university. Now there are programs in place in the schools of education and journalism, the departments of human development and family life, and African/African American Studies. This fall, the schools of architecture and pharmacy will initiate their Multicultural Scholars Programs. I am pleased to hear that other universities are also working to improve opportunities for students of color.

*Renate R. Mai-Dalton*  
 Director, Multicultural Business  
 Scholars Program  
 Associate Professor of Business  
 University of Kansas



## Business Basics

Congratulations on your work in putting together the article “Junior Executives” in the May/June issue of *BizEd*. You did a really terrific job of communicating the essence of both the business and service aspects of the Integrated Business Core program and their tremendous positive impact on the students, the university, and the community.

*Larry K. Michaelsen*  
 David Ross Boyd Professor of  
 Management  
 The University of Oklahoma  
 Norman, Oklahoma

When it comes to judging  
 business school quality

# Deans Do It Daily



**Deans of AACSB accredited schools, surveyed in 2001, say the 5 most important criteria for assessing the quality of business schools are: alumni satisfaction, recruiter satisfaction, current student satisfaction, faculty research, and value for money.**

**A** citation analysis of the U.S. business schools ranked among the top 30 by *Business Week* or *US News* or the *Financial Times* places **Rice** 21<sup>st</sup> in average citations per faculty member. The marketing faculty ranked 5— top 10: MIT, Duke, Northwestern, Cornell, **Rice**, Columbia, Penn, Vanderbilt, Stanford, and USC.

**O**ur alumni have rated our finance program among the 10 best in the world four consecutive years and our entrepreneurship program among the 10 best in the world two years out of four. For “aims achieved” alumni named these the best: Stanford, Yale, **Rice**, MIT, Penn, Chicago, Columbia (*Financial Times*).

**R**ecruiters described **Rice** as “a hidden gem” and praised us for value for money (*Wall Street Journal*). We’ve been among the top 10 schools for employed at three months every year we’ve been ranked, and we were No. 1 in 2003 (*US News*).

**V**alue for money—Stanford, Chicago, MIT, **Rice**, Columbia, Yale, Penn (*Financial Times*).

**W**hat makes a business school great? Value. Faculty whose research is valued by others and whose teaching is valued by students and alumni. Graduates valued by business (**Rice** is No. 1 among US schools for career progress—“the degree to which alumni have moved up the career ladder three years after graduation.” *Financial Times*). Value for money.

**I**f you’re even a little surprised about the value of Rice, you’re not keeping up with the Jones School. The Jesse H. Jones Graduate School of Management, Rice University.

Jesse H. Jones Graduate  
 School of Management  
 RICE UNIVERSITY



**FOR MORE INFORMATION VISIT:** [www.jonesgsm.rice.edu/mba](http://www.jonesgsm.rice.edu/mba)

# Headlines

## AACSB Members Ratify New Standards

In a heavily attended session that clearly signaled the importance of the issue, members of AACSB International voted to adopt new accreditation standards during the International Conference and Annual Meeting held in New Orleans in April. The association's Blue Ribbon Committee on Accreditation Quality, working in close collaboration with members, had developed the revised standards over a 30-month period.

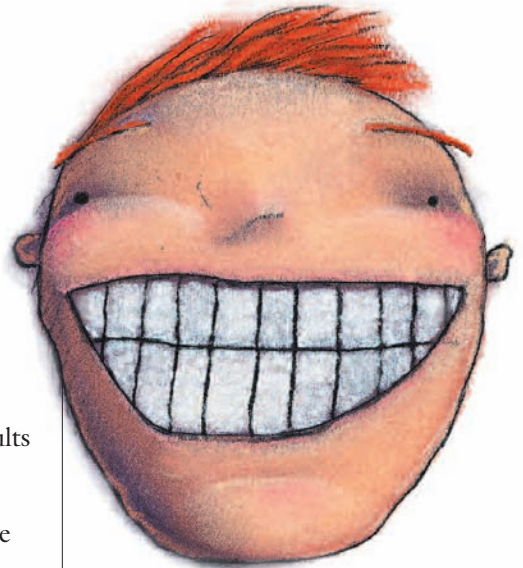
The new standards apply to business education around the world. Previous AACSB International accreditation standards, which were last revised in 1991, were written with U.S. business education structures and traditions in mind. When AACSB began accrediting outside of the U.S. and Canada in 1997, it was with the understanding that modifications would be made after the organization gained more experience in accrediting outside of North America. The new standards retain the link to each business school's mission and enhance the emphasis on the demonstration of learning achievement.

According to Jerry Trapnell, board chair of AACSB and dean of the College of Business and Behavioral Science at Clemson University in South Carolina, the 2003 standards are "visionary, inclusive, and a powerful force for growth and enhancements in business schools. AACSB's goal is to advance management education around the world. In adopting these standards, our organization has taken a giant step in that direction."

## EMBA Students Surveyed on Satisfaction

Executive MBA students in general report high levels of satisfaction and loyalty toward their MBA programs, according to the 2002 Executive MBA Student Satisfaction Exit Survey administered by the Executive MBA Council. Results of the survey were released this spring. More than 1,700 students from 59 schools participated in the 2002 survey.

When students were asked to rate their satisfaction with programs on a scale from zero to ten, 86 percent gave their programs an overall rating of eight, nine, or ten. The number of students who greatly enjoyed their



experience and would recommend the program—called "apostles" in the survey's Loyalty Index chart—increased dramatically, from 42 percent in 2001 to 58 percent in 2002.

Students who took the survey

## Schools Achieve Accreditation



More than 40 schools worldwide received initial or reaffirmation of accreditation from AACSB International this spring. The schools accredited for the first time were: Aston University in Birmingham, England; Barry University in Miami Shores, Florida; Brock University in St. Catharines, Ontario; California State University, Stanislaus, in Turlock; University of California, Riverside; Eastern Kentucky University in Richmond; ESCP-EAP in Paris; Florida Gulf Coast University in Fort Myers; HEC Montreal in Quebec; IPADE in Mexico City; National University of Singapore; Ohio Northern University in Ada; University of Ottawa in Ontario; The Pennsylvania State University at Erie; The University of Queensland in Brisbane, Australia; Saginaw Valley State University in University Center, Michigan; St. John Fisher College in Rochester, New York; Tel Aviv University in Israel; Worcester Polytechnic Institute in Massachusetts.

Reaffirming accreditation were the University of Alabama in Tuscaloosa; American University in Washington, D.C.; University of Colorado in Colorado Springs; Indiana State University in Terre Haute; Jackson State University in Mississippi; Loyola Marymount University in Los Angeles; San Diego State University in California; Southeastern Louisiana University in Hammond; University of Texas-Pan American in Edinburg; Trinity University in San Antonio, Texas; University of Wisconsin-Milwaukee.

Maintaining accreditation were the University of Arizona in Tucson; University of Chicago; Claremont Graduate University in California; Dartmouth College in Hanover, New Hampshire; Duke University in Durham, North Carolina; University of Georgia in Athens; Georgia Southern University in Statesboro; ITESM in Monterrey, Mexico; University of Louisville in Kentucky; University of Michigan in Ann Arbor; University of Pennsylvania in Philadelphia; Purdue University in West Lafayette, Indiana; Texas A&M University in College Station; and Vanderbilt University in Nashville, Tennessee.

**“WHETHER IT IS IN THE BUSINESS WORLD OR THE ACADEMIC WORLD, RESILIENT LEADERS ARE THOSE WHO FILL PEOPLE WITH DREAMS AND HELP THEM ACHIEVE THEM.”**

—Joe W. Forehand, Accenture

had a median age of 38 and a median of 10.73 years of work experience. Twenty-two percent were paying for their own EMBA degrees, a sharp rise from the 7 percent who were self-funded in 2000. Only 44 percent of this year’s respondents were fully funded by their employers, compared to 55 percent in the 2000 survey. Students reported earning an average of \$91,800 upon entering the program and \$105,200 upon graduation.

In a second survey conducted by the EMBA Council, the Program Survey, the council examined industry standards for EMBA programs by surveying 89 programs. It determined that 56 percent of the programs reported costs of \$45,000 or lower; 24 percent reported costs of more than \$60,000. Sixty-five percent of programs were between 19 and 23 months long, while no program was shorter than one year. The median number of in-class hours was 555; the median number of in-class hours for one hour of credit was 12.

The study clearly shows that course integration has become critical for EMBA program administrators, and 68 percent of participants mentioned cross-functional projects as a strategy for curriculum integration. Almost as many said they specifically designed cross-functional courses or used cross-functional cases. Globalization remained another important trend. Ninety-one percent of programs with costs of more than \$60,000 included international residencies, compared with 87 percent of all programs.

Programs reported an average class size of 43 students. Seventy-six percent were male, 75 percent were white, and 94 percent were U.S. citizens.

## Accenture Chief Speaks on Leadership

**Joe W. Forehand, chairman and CEO of Accenture**, has been chosen as Beta Gamma Sigma’s International Honoree for 2003. He was recognized at a BGS luncheon held during AACSB’s International Conference and Annual Meeting in New Orleans. Taking the opportunity to speak on the “human dimension of leadership,” Forehand noted that “leadership and workforce issues have emerged at the top of the list of strategic priorities for most companies.”

When Accenture recently surveyed about 200 of its senior executives, he said, it found that 75 percent of its executives believed people issues were more important than they were last year. These managers specifically said they needed people with the right skills who could create a successful culture and value system within the company. Forehand encouraged business school deans to consider how they can develop a new style of leader with sharp communication



skills and an understanding of the human dimension of organizational leadership.

Accenture has recently appointed a Chief Leadership Officer who is in charge of developing leadership training and instilling the right cultures and values within the company. Forehand explained that executives at Accenture have developed a multi-

dimensional view of what makes an effective leader: someone who is trustworthy and approachable; someone with a teachable point of view; and someone who can build a winning attitude within an organization.

Forehand also spoke of his admiration for Rudy Giuliani, who led New York

through the disasters of September 11, 2001. “Whether it is in the business world or the academic world, resilient leaders are those who fill people with dreams and help them achieve them,” says Forehand.

“They inspire. At Accenture, we look for what we call momentum creators, people with a powerful, can-do spirit. That is a lot of what leadership is about.”

## Penley Moves to Colorado State

Larry Penley has been named president and chancellor of the Colorado State University system. Penley had been dean of the business school at Arizona State University since 1991.

Said Penley, “It is an incredible honor to be selected to lead this great institution. I am thrilled with this opportunity, excited by the challenges that are ahead, and confident in the abilities of the faculty, staff and students of Colorado State.”

During Penley’s tenure at ASU, he developed close ties with regional and national businesses; the school added a dozen endowed chairs and 15 professorships. In January of this year, the school received a \$50 million gift from New York City real estate investment banker, Wm. Polk Carey, and was named the W.P. Carey School of Business.

**MORE THAN 70 PERCENT OF RESPONDENTS BELIEVE  
THAT THE PERSONALITIES OF BUSINESS LEADERS,**

## **New Advisory Council for BizEd**

**BizEd** has named a panel of members to serve on an Advisory Council to help review and approve articles submitted to the magazine for publication. Members of the council, who represent diverse areas of expertise and

knowledge within business schools and the communications and publishing fields, will evaluate each edition of the magazine and review manuscripts that are not staff-written. Each member will serve a two-year term.

Members of the advisory council include: Ángel Cabrera, dean of the Instituto de Empresa in Madrid; Sidney E. Harris, dean of the J. Mack Robinson College of Business of Georgia State University in Atlanta; Jane Elizabeth Hughes, professor at the Graduate School of International Economics and Finance, Brandeis University, Waltham, Massachusetts; Richard J. Klimoski, dean of the School of Management of George Mason University, Fairfax, Virginia; Patrick R. Liverpool, dean of the School of Management of Delaware State University in Dover; Linda A. Livingstone, dean of the George L. Graziadio School of Business and Management at Pepperdine University in Culver City, California; David K. Long, dean of the College of Business of Bloomsburg University in Pennsylvania; Colleen Newquist, director of publications for the Graduate School of Business at The University of Chicago; Earl H. Potter III, dean of the College of Business at Eastern Michigan University, Ypsilanti; Stephen A. Stumpf, The Fred J.

Springer Chair in Business Leadership at Villanova University in Pennsylvania; Jerry E. Trapnell, dean of the College of Business and Behavioral Science at Clemson University in South Carolina; Annette Veech, Senior Lecturer of Business Communications at the John M. Olin School of Business, Washington University, St. Louis, Missouri.

## **MBA Students Feel Unprepared**

**Highly publicized corporate misconduct** and a sharp economic downturn have significantly altered MBA students' views about business and their careers, according to a new survey, "Where Will They Lead?: MBA Student Attitudes About Business & Society 2003." The survey was conducted by The Aspen Institute's Business and Society Program, formerly Aspen Initiative for Social Innovation through Business.

More than 70 percent of respondents believe that the personalities of

business leaders, not business practices themselves, are the chief sources of the recent corporate scandals. Half the students feel they will have to make business decisions that conflict with their values. However, only 22 percent say their schools are doing much to prepare them to manage value conflicts; one in five respondents feel they are not being prepared at all. When they do face such conflicts, say 58 percent of survey respondents, they are "very likely" to stay and advocate alternative values or approaches, rather than leave the company. This finding contrasts sharply with last year's MBA Attitude Survey that found 53 percent of respondents "very likely" to look for another job.

Gender differences are immediately apparent in survey results, with women MBA students showing more concern about the impact of corporate social responsibility than their male colleagues. Among survey respondents, women also consider corporate reputation more strongly when choosing an employer and feel



## **BELL Conference This Month**

The 2003 BELL Conference on "Ecosystems and Enterprise: Perspectives on Education for Sustainable Business" will be held July 17 through 19 by the World Resources Institute. The conference will take place on the Fort Lauderdale campus of the Florida Atlantic University.

Attending will be business college faculty, business leaders, representatives of nongovernmental organizations, and governmental officials. Keynote speakers will be Paul Evanson, president of Florida Power and Light Company, and Bruce Nelson, Chairman and CEO of Office Depot. For more information on the conference, go to the WRI Web site at [www.wri.org](http://www.wri.org).





## NOT BUSINESS PRACTICES THEMSELVES, ARE THE CHIEF SOURCES OF THE RECENT CORPORATE SCANDALS.

—The Aspen Institute's Business and Society Program

less satisfied with their business education. Twenty-six percent of women, versus 16 percent of men, say their business school is not preparing them "at all" to manage value conflicts.

The survey, which was conducted in November 2002, was administered to 1,700 MBA students at 12 business schools: Columbia Business School; the University of Virginia's Darden Graduate School of Business Administration; Carnegie Mellon's Graduate School of Industrial Administration; Haas School of Business at the University of California at Berkeley; London Business School; University of Notre Dame's Mendoza College of Business; Richard Ivey School of Business at the University of Western Ontario; Rotman School of Management at the University of Toronto; York University's Schulich School of Business; University of Michigan Business School; The Wharton School at the University of Pennsylvania; and Yale School of Management.

### Schools Receive Major Gifts

**The College of Business and Economics at the University of Delaware** in Newark has recently received two major gifts. The MBNA Foundation has endowed the college with \$20 million in memory of former MBNA chairman and CEO Alfred Lerner. In recognition of this endowment, the university has renamed the school the Alfred Lerner College of Business and Economics.

In addition, the John L. and Sue Ann Weinberg Foundation has pledged \$2 million to endow the John L. Weinberg Center for Corporate Governance at the university. The center was established in 2000 to propose sensible and progressive changes in corporate structure and management through education and interaction. The center provides a forum for business leaders, members of corporate boards, corporate legal scholars and practitioners, economists, graduate and undergraduate students, and others interested in

corporate governance issues.

Other business schools also have recently received notable gifts:

■ The Willard and Pat Walker Charitable Foundation will provide \$8 million to the **University of Arkansas** in Fayetteville to construct the Willard J. Walker Graduate Business Building, which will be home to the Sam M. Walton College of Business. The building will provide 60,000 to 70,000 square feet of expanded space and offer technologically enhanced classrooms to students and faculty.

■ **The University of Arizona's** Eller College of Business and Public Administration, Tucson, Arizona, has received a \$3 million endowment gift for its entrepreneurship program from the H.N. and Frances C. Berger Foundation of Palm Desert, California. The program, currently known as the Berger Entrepreneurship Program, will be renamed the Chris and Carol McGuire Entrepreneurship Program in honor of the two University of Arizona graduates.

■ The U.S. Department of Education has awarded an \$89,000 grant to the International Business Department in the School of Business at **Quinnipiac University**, Hamden, Connecticut, to create both a minor in European Union Business Studies and a European Union Business Studies Center. The project will be supported by the Entrepreneurship and Small Business Management Institute at Quinnipiac, which offers a range of professional courses and services to assist the small business owner and enterprise manager with the skills needed to overcome specific business problems and issues.

■ The College of Business at **Montana State University** in Bozeman has received a \$3 million gift from the family and friends of alumnus

### Entrepreneurs Encouraged at B-School

The PNC Foundation and Robert Morris University, Moon Township, Pennsylvania, have joined together to form the PNC Entrepreneurship Seminar, which will begin this September. The yearlong Entrepreneurship Seminar, funded by a \$200,000 grant from The PNC Foundation, will divide undergraduate students into teams for the purpose of developing and starting micro-businesses. Each team will be provided \$4,000 in start-up capital from the PNC Entrepreneurship Fund.

The program will provide future entrepreneurs with experience in assessing the demand for a product or service; identifying potential competitors; organizing the resources to produce products or services; and creating and executing a business plan in a real-world marketplace. PNC loan officers and other professional employees will provide the students with instruction, which will include in-class lectures as well as counseling of business students involved in start-up projects.



# Headlines

Gary K. Bracken. The gift will fund the Gary K. Bracken Endowment for Excellence in Undergraduate Business Education, a center for undergraduate business studies. The money will also be used to add executive mentoring programs, scholarships, travel abroad fellowships, and career counseling services.

■ The **University of Texas at Arlington** has received \$2 million to establish the Goolsby Leadership Academy and Goolsby Distinguished Professorships in its College of Business Administration. The gift, the largest ever received by the university, is

funded by an anonymous donor in honor of UTA alumnus John Goolsby and his wife, Judy. It includes a matching opportunity that could result in the generation of up to a total of \$5 million.

■ Richard and Susan Davis have made a \$1 million endowment to the Center for Portfolio Management at the **University of Dayton's** School of Business Administration in Ohio. Through the center, where students train to become investment professionals, business students currently manage a \$3 million portfolio for the university.

■ **Cranfield School of Management** in England has created a Chair in Entrepreneurship after receiving from alumnus Tim Bettany the biggest single donation ever given to the school. The gift, approximately \$1,600,000 in U.S. dollars, will provide substantial and long-term funding to support the new chair.

■ The College of Business at the **University of Nevada in Las Vegas** has announced that alumnus Michael Shustek and his company, Vestin Mortgage, have pledged \$250,000 to the college for faculty recruitment, development, and retention.

## Competitive Edge

Among the many case and business plan competitions decided this spring was the **Walter V. Shipley Business Leadership Case Competition**, designed to boost leadership and ethical decision-making capabilities of business school students. First-year MBA students from the Columbia Business School won the \$20,000 grand prize with a plan to address the African AIDS epidemic by integrating humanitarian concerns with the pharmaceutical industry's focus on shareholder value. At least one major drug company appears to be paying attention to the students' recommendations.

The team proposed a three-part strategy that included offering HIV/AIDS medication at marginal cost to countries that agree to uphold Trade Related Intellectual Property Rights (TRIPS); offering a voluntary license for the AIDS drug formulas to generic drug manufacturers that uphold TRIPS; and initiating public/private partnerships to develop and manage a distribution system to effectively deliver medication, care, and preventative education to the African population.

One week after the students presented their recommendations, the pharmaceutical giant Glaxo announced plans to reduce the price of Combivir, a key AIDS drug used in Africa. *The Wall Street Journal* has reported that major Glaxo shareholders have also suggested that the company voluntarily license generic versions of its AIDS drugs, just as the MBA students suggested.

In another major competition, teams from Drury University, Springfield, Missouri, and Louisiana State University at Eunice earned top honors in the **Students in Free Enterprise (SIFE) USA National Championship** held in May in Kansas City, Missouri.

Drury University was named the RadioShack USA National Champion in the four-year division and will go on to represent the United States in the SIFE World Cup competition in Germany in October. LSU Eunice won the two-year division. Each winning team received \$4,000.

Top CEOs were among the judges who rated teams on how well they taught others the principles of free enterprise through their community outreach programs. Drury's projects included a series of summer entrepreneurship camps for Hispanic teenagers in southwest Missouri and northwest Arkansas and seminars to help area women turn their ideas into successful small businesses. LSU's SIFE team provided training for young people in ten underdeveloped nations outside the U.S. by providing seeds, garden tools, and lessons to help the participants plant and maintain gardens. Produce from the gardens helped feed participants' families or was sold at local markets.

SIFE is a nonprofit organization active on more than 1,400 campuses in 33 countries. SIFE teams attempt to improve the quality of life and standard of living around the world by teaching concepts of market economics, entrepreneurship, and leadership. For more information, visit [www.sife.org](http://www.sife.org).



## SHORT TAKES

■ **Michael L. Carroll** has been named dean of Aurora University's John and Judy Dunham School of Business in Aurora, Illinois. Previously, he served as associate professor of education at Calumet College of St. Joseph, Whiting, Indiana, and as an adjunct professor at Chicago-based Roosevelt University and University of Illinois-Chicago.

■ **Randolph Westerfield** has agreed to spend one more year as dean of the Marshall School of Business at the University of Southern California in Los Angeles, instead of leaving the position in June as he previously planned. This will give the search committee additional time to find a replacement. Currently, he plans to step down from his position on June 30, 2004. After taking a year's sabbatical to work on textbooks and pursue research, Westerfield will return to faculty.



■ **Patricia W. Meyers** has been named dean of the School of Business Administration at the University of Dayton in Ohio. Meyers, a professor of marketing and innovation management, has served as dean at Northern Arizona University in Flagstaff and most recently was founding dean for the new School of Business at the University of Redlands in California. She serves on the board of directors for AACSB International. She will assume her new duties August 1 when Sam Gould steps down to join the faculty.

■ **Kevin T. Cronin**, former president and chief executive officer of the International Insurance Council, has joined the J. Mack Robinson College of Business as a professor of legal studies in the college's risk management and insurance department.

■ **Stephen A. Stumpf**, the Fred J. Springer Professor of Business Leadership and Chair of the Department of Management at Villanova's College of Commerce and Finance in Pennsylvania, has been named interim dean of the college, effective in mid-August. Before joining Villanova in 2000, Stumpf held a number of key positions: dean for professional development at Booz-Allen & Hamilton, dean of the College of Business and Graduate Studies of the University of Tampa, director of the Center for Leadership and professor of management at the University of Tampa, and professor of management and organizational behavior at New York University's Stern School of Business.

■ **James A. Goodrich**, currently associate dean of The Graziadio School of Business and Management at Pepperdine University, has been selected as the new dean of the Atkinson Graduate School of Management at Willamette University in Salem, Oregon. He begins his new duties July 1. Goodrich, who has been at Pepperdine since 1997, previously served as director of the Westgate Center for Management Development, Eberhardt School of Business, University of the Pacific from 1991 to 1997, and as professor and chair of international business, School of



Business and Public Administration, also at the University of the Pacific from 1989 to 1991. Since 1998, he has been a tenured professor of international management at The Graziadio School.

■ The Lubin School of Business at **Pace University** in New York City has launched a new Master of Business Administration degree program to begin this fall. The revamped course—which emphasizes globalization and technology throughout its integrated classes—is designed to better prepare students for the team-oriented business realities of the 21st century.

■ The Pamplin College of Business at **Virginia Polytechnic Institute and State University** has added a new concentration in hospitality and tourism management for students at the Blacksburg and northern Virginia campuses. The concentration provides specialized coursework for students interested in pursuing a career in the hospitality and tourism industry.

■ **Garrey E. Carruthers** has been appointed dean of the College of Business Administration and Economics at New Mexico State University in Las Cruces. Carruthers, who will start on July 1, has been president and CEO of the Cimarron Health Plan since 1993. He served as governor of New Mexico from 1987 to 1990 and was a professor in the Department of Agricultural Economics and Agricultural Business at New Mexico State before running for governor.



## SHORT TAKES

■ **David B. Montgomery**, the Sebastian S. Kresge Professor of marketing strategy, emeritus, at the Stanford Graduate School of Business, has been named dean of the School of Business at Singapore Management University. An authority on marketing, Montgomery is the 2002 recipient of the American Marketing Association's Mahajan Award for contributions to marketing strategy. He has held academic positions at MIT's Sloan School of Management as well as Stanford, and has served as executive director at the Marketing Science Institute. He succeeds Tsui Kai Chong, who has held the position since the School's inception in June 2000.

and entrepreneur **Robert Wright** has taken the newly created post of Entrepreneur in Residence at the school. He will work with current full-time MBAs who plan to establish new ventures in business.

■ In other news from Cranfield, the school has developed a new MSc in Finance and Management, which will start this September. The 11-month program is aimed at graduates preparing for careers in major investment banks, investment management, financial consulting, corporate finance, or financial research.

■ **Cornell University's** School of Hotel Administration, Ithaca, New York, has signed a memorandum of understanding with **Nanyang Business School** (NBS) in Singapore and the **International Hotel Management School** (HMS International) to pave the way toward setting up a joint Cornell-NBS School of Hospitality Management. Based in Singapore, the school will offer a two-year joint master's degree in hospitality management.

■ **Kevin W. Sigtler** has been named director of the Career Growth Master of Business Administration and Master of Accounting (MAcc) programs at the Coles College of Business at Kennesaw State University in Georgia. He will also lead the Coles College effort for reaffirmation of accreditation by AACSB International.

■ The Olin School of Business at **Washington University** in St. Louis, Missouri, has launched its new "Olin Cup" entrepreneurship competition with an emphasis on life sciences, medicine, and technology startups.

The business school's Skandalaris Entrepreneurship Program sponsors the competition, in which startup companies will vie for \$70,000 in seed capital funding for their new businesses. One of the primary goals for the new competition is "cross-campus collaboration" among Washington University's business school, its medical school, and the business community in the St. Louis area.

■ The Graduate School of Management at the **University of California in Irvine** has just opened its Center for Entrepreneurship and Innovation (CEI), a central clearinghouse and coordinating unit for the school's offerings designed for the budding entrepreneur and innovator. One of the CEI's main projects is coordinating the annual Think Tank/GSM Campus-Wide Business Plan Competition, in which students from engineering, information and computer sciences, medicine, life sciences, social sciences, social ecology, management, and the arts team up to develop business plans. This year, \$100,000 in prize money was split between winning teams.

■ **Paul Danos**, the ninth dean of the Tuck School of Business at Dartmouth College in Hanover, New Hampshire, and the Laurence F.



■ **Deborah Egurrola**, an alumnae of Florida International University's College of Business Administration in Miami, has been

awarded the Elijah Watt Sells Gold Medal from the American Institute of Certified Public Accountants (AICPA). The medal is presented to the CPA candidates who attain the highest combined grades when taking all four sections of the Uniform CPA Exam at one administration.

■ **Cranfield School of Management in England** has announced two new appointments. Its new director is **Michael Osbaldeston**, who joined the school earlier this year. He joins Cranfield from Shell International. He has been head of global learning at Shell, with particular responsibility for business school partnerships, since 2000. In addition, airline executive



Whittemore Professor of Business Administration, has been asked to serve a third term as dean of the Tuck School.

■ Honors have been bestowed upon two professors at The Jesse H. Jones School of Management at Rice University, Houston, Texas. **Stephen A. Zeff**, the Herbert S. Autrey Professor of Accounting, has been named Honorary Research Fellow by the Institute of Chartered Accountants of Scotland. In addition, **Jeff Fleming** has been selected for the Rice University Teaching Excellence Award for the second time.

■ **Earl Naumann** has been named the new Director of Graduate Pro-

grams for the University of Otago's School of Business in New Zealand. Naumann, a leading academic and professional consultant in

customer loyalty, will be responsible for the future direction of Otago's MBA program and Executive MBA program in Auckland. Previously, he has worked with corporations such as British Telecom, Lufthansa Airlines, Hewlett-Packard, and General Motors, to help them forge strategic relationships with key customers.

■ **Charles M. Brooks** has been appointed associate dean of the School of Business at Quinnipiac University in Hamden, Connecticut. In his new position, Brooks will be responsible for faculty development programs, course scheduling, and oversight of the day-to-day operations of the School of Business.

■ **William W. Holder** of the University of Southern California in Los Angeles

was honored as the 2003 recipient of the Distinguished Achievement in Accounting Education Award by the American Institute of Certified Public Accountants (AICPA). The annual award recognizes full-time college accounting educators for excellence in teaching and national prominence in the accounting profession. Holder is the Ernst & Young Professor at USC's Leventhal School of Accounting, part of the Marshall School of Business, and serves as director of USC's SEC and Financial Reporting Institute.

■ The Indiana University Kelley School of Business Indianapolis and the IU Center on Philanthropy have announced the selection of former Penn State business professor **Philip L. Cochran** as the new Thomas W. Binford Chair in Corporate Citizenship. Cochran, the founding president of the International Association for Business and Society, has focused his teaching and research on corporate social responsibility, business ethics, and corporate strategy.

■ The DuPree College of Management at the Georgia Institute of Technology, Atlanta, has announced a new organizational structure for and additions to its executive leadership team. It includes **Terry C. Blum**, dean of the college since 1999; **Nate Bennett**, who joined the college in 1999 and has been named senior associate dean; **Eugene Comiskey**, the Fuller Calloway Professor of Ac-



counting since 1980 and associate dean of faculty and research; and **Lee G. Caldwell**, new associate dean of programs and student services, who joined the college last December.

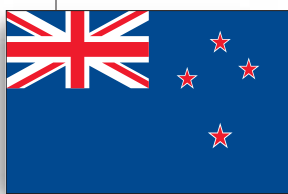
■ Key promotions and new hires have taken place at the Fox School of Business and Management at Temple University in Philadelphia, Pennsylvania. **Deborah Avery** has been promoted to assistant dean of undergraduate programs; **Melissa Wieczorek** has been named director of the school's executive MBA program; **Valerie Sutton** has been appointed director of the new Graduate Career Management Center; and **Corinne Snell** has been named director of the Center for Student Professional Development.

■ The Albers School of Business and Economics at **Seattle University** in Washington has announced that

Marilyn Gist will be the new director of the Executive Leadership Program, an intensive leadership development program for mid- and senior-level management executives.



■ **Wichita State University's** W. Frank Barton School of Business in Kansas has signed a student-faculty exchange agreement with the **Berlin School of Economics** in Germany. The agreement provides for student exchanges, faculty exchanges, joint research, and joint programs. **Z**



# Putting PEOPLE First

At a time when many corporations are faltering, Enterprise Rent-A-Car continues to move forward,

Enterprise Rent-A-Car was established in 1957 in St. Louis, Missouri, as a one-man operation that shared basement space with a body shop. Today it has grown to be a company with more than 50,000 employees and 5,150 offices in the U.S., Canada, the United Kingdom, Germany, and Ireland. CEO and chairman **Andrew (Andy) Taylor** has developed Enterprise into the largest rental car company in North America. He credits much of his success to the vision and principles of his father, Jack Taylor, who founded the corporation.

In a recent interview, Taylor charted the Enterprise evolution from its modest start to its successful present. He discussed the how and why of corporate ethics and values, explained why Enterprise's management training program has been called an MBA crash course, and meditated on the responsibility that CEOs carry for the betterment of society.

**During your tenure, Enterprise has joined the top tier of U.S. industries and moved into global markets. How did you engineer that progression?**

As we moved into different markets, we obviously didn't have the word-of-mouth support and reputation that we had built in our home city of St. Louis and other areas. Although we were convinced that our business model would translate successfully into other markets, we faced unique challenges, particularly when we built our first international operations.

We knew we had to do our homework, learn about each market, focus on our core competencies, and get out into the community to start building relationships—because our business is very much based on strong relationships. If I had to choose one critical success factor in our move into new markets, I would point to motivated, pioneering employees who have been excited about taking on a new challenge and making the business work. There is one constant in every market, domestic or foreign: Superior customer service knows no cultural or geographic boundaries.

**You mention motivated and pioneering employees. What are some other attributes you look for in today's managers and tomorrow's MBA graduates?**

We look for several attributes in potential employees; but, in short, Enterprise is made up of individuals who thrive on being in charge or dream of being entrepreneurs. We look for individuals who have leadership skills and who have worked in some capacity to develop those skills. We also like to see individuals who are genuine team players, who are eager to share ideas, who have demonstrated their enthusiasm and drive, and who have a customer service attitude.

At Enterprise, we believe you can pick up your MBA on the job. In fact, our employment recruiting materials state that our management training program is like an MBA without the IOU. So perhaps I'm not the most appropriate person to offer advice to MBA students.

**How do you train managers at Enterprise?**

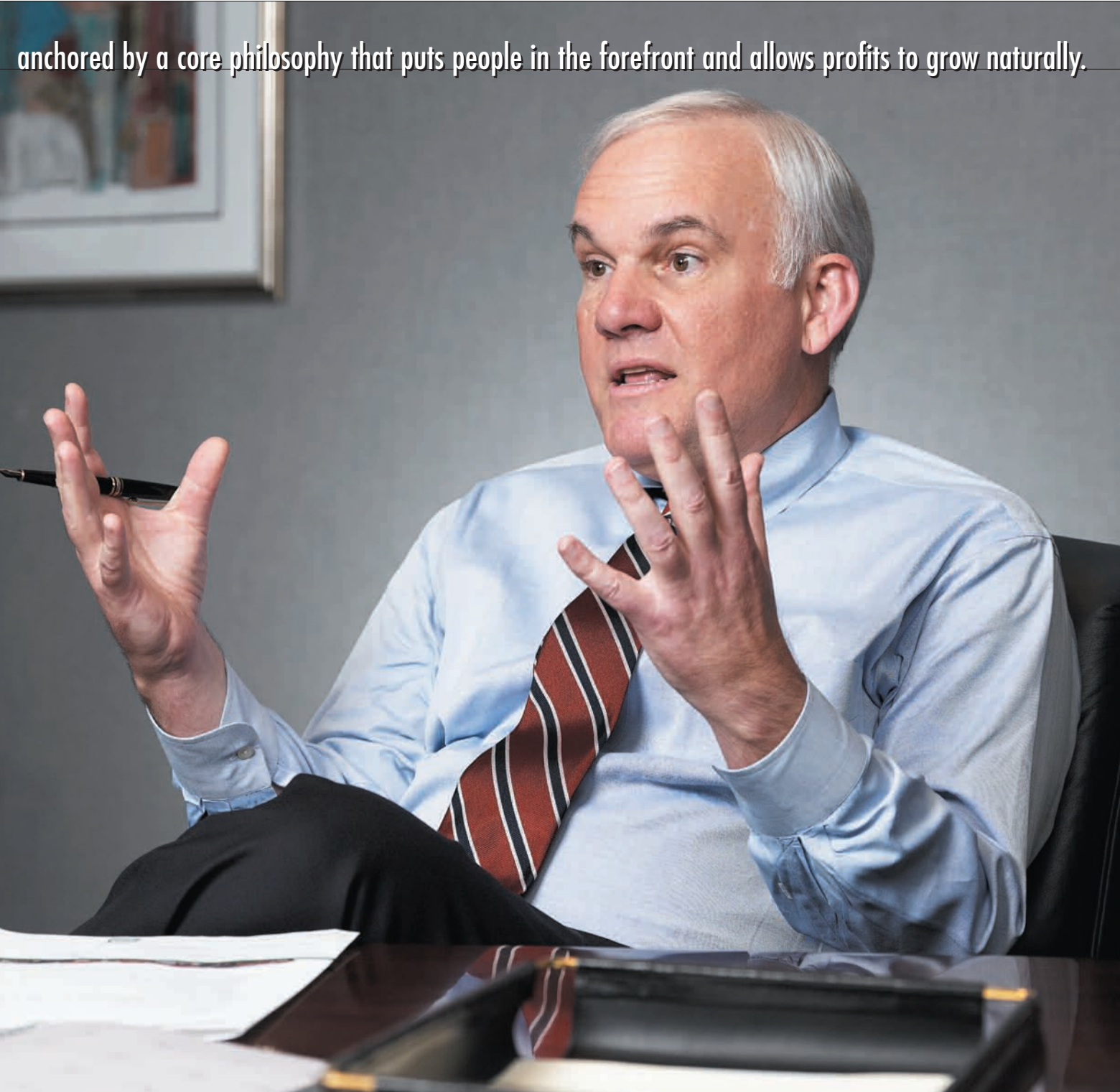
Our management training program, which has been compared to an MBA crash course, teaches employees how to run their own businesses. We believe that every employee who serves customers at the front counter is learning the ins and outs of the business world, including managing profit-and-loss statements, controlling expenses, and implementing a comprehensive business plan. If they learn their lessons well, every one of these managers-in-training will get the chance to run a part of the company as if it were their own business, including sharing in the profits they help create.

We have a strong promote-from-within policy, and advancement is based on individual performance. As a result, management trainees in our rental car operation determine for themselves how quickly they move up in the company. From the assistant manager position on up, our employees are paid a salary plus a percentage of their branch's profits. Employees usually attain the assistant manager position after they've been working for between one and two years. Nearly 100 percent of our current senior management started as management trainees, staffing rental car offices and working with customers.

**You started at Enterprise as a kind of quintessential management trainee. You repossessed cars with your father, washed cars through high school, and later**

by Jonathan Schlereth

anchored by a core philosophy that puts people in the forefront and allows profits to grow naturally.



I maintain that learning about business through **hands-on experience** is one of the best ways to obtain

**engaged in troubleshooting and managing operations. How did these experiences shape the rest of your career?**

I started working with Enterprise when I was 16, helping out in rental branches, dealing with customers, and generally lending a hand—which is how I really learned the business. Those early years provided some of my most valuable educational experiences. In the rental branches you get to really understand the importance of customers and employees, which is why the majority of our employees also start their careers in this way. The fact that I learned the business from the ground up also gives me a shared experience with our employees. I know what it's like to work in a rental office and to serve customers on a day-to-day basis.

**Your father, Jack Taylor, is a member of the so-called “greatest generation” that lived through the Depression and fought in World War II. What are the challenges and opportunities you faced in following in his footsteps?**

My father grew up during a very different time, and his experiences have had a significant effect on me. He served as a naval fighter pilot during World War II, and he translated many of the lessons he learned in the Navy into his business philosophy. He taught me about the importance of hard work and of staying true to your values. He also taught me about maintaining your values in the business world, and his principles are a guiding force for our company today.

As far as following in his footsteps, I was determined to build my own successful career by working just as hard as anyone else in our company; and it was important to me to pave my own path. My father built the foundation of our business, and I was able to start with that foundation and grow Enterprise into an international company. But I have only been able to do so because of the values he instilled in me and the way he built this company from the beginning. The formal business schooling I received at the University of Denver helped, too.

**You earned a bachelor of science degree in business administration at the University of Denver, and I've heard you were totally focused on your business education. What skills did you gain from your education that you still use today, and what are the skills you think you should have learned, but didn't?**

Well, I did win the intramural doubles tennis tournament in college, so I wouldn't say that I was solely focused on my business education! I obtained a great education at the



University of Denver, and it laid the groundwork for the business knowledge I have today. My time in Denver gave me the vital basics needed to succeed in the business world.

In addition to lessons that students learn in the classroom, I maintain that learning about business through hands-on experience is one of the best ways to obtain a business education. It seems to me that students today have more opportunities than ever to gain real-world experience through internships and projects. I was fortunate in that I was able to gain this experience and learn many business lessons from my father. Through my early experiences at Enterprise I was able to see firsthand the importance of customer service and employee development. Every position I've held at Enterprise has played a part in my development as a businessperson.

**What advice would you offer today's business schools as they seek to prepare the next generation of business leaders? If you were teaching a management course, what lessons would you want students to learn?**

If I were teaching a management course, I would want my students to take away several lessons. First, running a business is a marathon, not a 100-yard dash. At Enterprise, we



## a business education. It seems to me that students today have more opportunities than ever to gain **real-world experience** through internships and projects.

have always looked to the long term. All businesses experience ups and downs, but the organization that focuses on the long-term and not on temporary setbacks will be more successful in the end. You also have to work hard. Success does not come overnight, and it doesn't matter how smart or talented you are if you are not willing to put in the work for future success.

Next, you need to keep yourself educated—about your market, your competition, and your own capabilities. You need to surround yourself with good people. Over the years I've been fortunate to work with extremely talented, dedicated people, and they all have influenced our company's success and made me a better leader. Finally, you have to live your values, be passionate about what you do, and truly enjoy your work.

### **You speak about living your values. What strategies does Enterprise implement within the company to promote an ethical atmosphere?**

My father founded our company with a simple mission: Put customers and employees first, and business success will naturally follow. He never wanted our company to be the biggest company, just to be the best. Part of what drove him was the desire simply to do the right thing. We strive to follow his lead today, to do everything we can to maintain his values, regardless of how big our company becomes. In fact, we formalized his philosophy this year into our Enterprise "Founding Values." They are:

- Our brand is the most valuable thing we own.
- Personal honesty and integrity are the foundations of our success.
- Customer service is our way of life.
- Enterprise is a fun and friendly place, where teamwork rules.
- We work hard...and reward hard work.
- Great things happen when we listen ... to our customers and to each other.
- We strengthen our communities, one neighborhood at a time.
- Our doors are open.

We communicate these values to every employee—and every potential employee—and reinforce the message that there is no room at Enterprise for anything less than full adoption of all our values.

### **An employee recently won a \$4 million lawsuit against Enterprise, claiming he was fired for exposing illegal practices. How have you responded to this lawsuit?**

We are disappointed with the verdict and fully disagree with the decision. Our opinion continues to be that the allegations

made against us were unjustified, and we hope to be able to prove that point through the appeals process.

We did not make the decision to go forward with this case lightly. In fact, we could have settled the matter out of court, but we firmly believed the evidence in the case supported our opinion that the employee's career at Enterprise ended for valid reasons. We also believe that when someone questions the good name and reputation of Enterprise, its owners, and many of our employees, that we have a responsibility to challenge those accusations and defend ourselves.

### **What specific values/ethics can business schools teach, or is it too late to teach values to students once they're old enough to enroll in business school?**

I do believe that business schools can teach students about strong values that are important in the business world and that it is necessary to do so, now more than ever. We've seen too many examples of what happens when organizations do not live their values. We need to teach our future business leaders early on that success and ethical behaviors are not mutually exclusive. One of the most important lessons for students to learn is the value of an organization's people—be they customers, employees, or shareholders. Every business owes its success to its customers and employees, and this is a fact that all business leaders—and all future business leaders—need to remember.

### **In the current economic recession, many companies are eliminating hundreds and thousands of positions to cut costs. I understand that Enterprise has never had a major layoff in its history. With more than 50,000 current employees, what strategies have made that possible?**

It is true that we have never had a layoff at Enterprise, which makes us feel very fortunate. We've maintained the same business model for 45 years and stayed true to our core business, which is a focus on home city rentals. While we've expanded into other segments, it is knowledge of our core business that has sustained our company in trying economic times. And, as a family-run, privately held company, we have the benefit of being able always to look to the long-term, which helps us maintain our business success when times are tough.

The fact that we put our people first is also a factor. We know that if we provide exceptional customer satisfaction, our customers will come back. If we listen to our employees and provide them with opportunities to grow, they will deliver the caliber of service that is so important to our business. This is the principle that pervades and drives our business.

As a CEO of one of the country's largest privately held companies,  
I feel I have a **responsibility** to give back to organizations that make our communities better.

**Your family recently contributed \$25 million to Washington University for scholarships for African American and financially disadvantaged students. You and your family also have given a \$40 million challenge grant to the St. Louis Symphony and a \$30 million grant to the Missouri Botanical Garden. You've served as the chair of the board of directors for the United Way of Greater St. Louis. What drove these decisions, and what impact do you hope to have? What would you say are the social responsibilities of CEOs with regard to the welfare of others?**

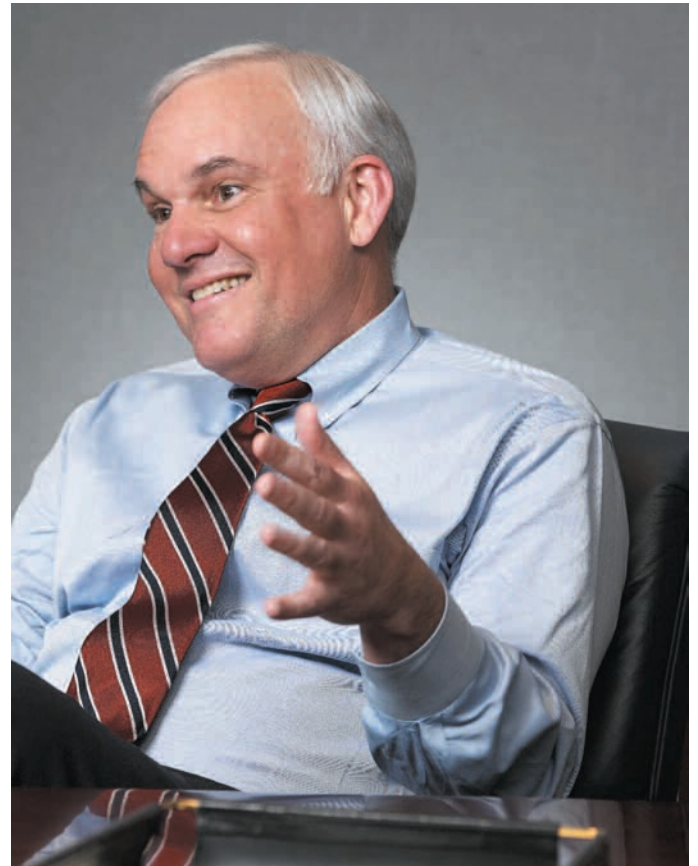
As a CEO of one of the country's largest privately held companies, I feel I have a responsibility to give back to organizations that make our communities better and to set an example for our employees. We've had a long and successful relationship with the United Way and appreciate the way the organization works in local communities to make a difference. I believe in the mission of the organization and am happy to lend my time to help our local United Way chapter succeed. We support many worthwhile community initiatives, but United Way is at the core of our charitable giving.

Our family and our business have been fortunate, and it is our belief that one of the best gifts of success is to be able to give back. But giving back to your community is not just a nice thing to do; it also makes good business sense. We know that when a business builds vision and values into its culture—as we've done by focusing on customers, supporting worthwhile causes, and articulating our core values—it develops a recipe for sustained growth and success.

At Enterprise, one of our founding values is that “we strengthen our communities, one neighborhood at a time.” We understand that we owe our success to the support and goodwill of the people who live in our communities and who do business with us. In return, we're committed to involving ourselves in the support of worthwhile endeavors in the hometowns and cities where we operate our business.

**What do you consider to be the greatest challenge of leading?**

The leader of any organization must always uphold that organization's mission. It is my responsibility to ensure that our company never strays from its mission of putting customers and employees first. My goal is to create an environment that supports our employees' development, provides opportunities for their growth, compensates them for their achievements, and always stresses the importance of going the extra mile to deliver exceptional customer service. In



addition, it is my responsibility to live our company's values and to make sure all of our employees do the same.

**Twenty years from now, when you are lying on a Florida beach and the sun is setting, what would you like people to say about your term at Enterprise?**

My dad tells our employees that when he founded Enterprise in 1957, he had a simple goal. He wanted people to leave our rental and leasing offices and say, “That was a really nice place to do business, and those were really nice people.” My hope is that we are able to continue to make our customers happy, that we are able to continue to create opportunities that provide our employees with successful careers, and that we are able to make a difference in the communities where we operate. It will be very satisfying if people say that, no matter how big our company got, we always stayed true to our goals of putting people first and always doing the right thing. **Z**

Jonathan Schlereth is a free-lance writer based in St. Louis.

# The Made -to- Order

As industry sectors become more multifaceted, business schools are creating custom-made degrees to meet their specific needs.

# WINE MBA

When officials from the chamber of commerce in Bordeaux, France, considered the possibility of an MBA for the wine industry, they had specific goals in mind. They wanted to create a source of wine-proficient managers able to take an age-old craft into the twenty-first century. In addition, they wanted to build on Bordeaux's reputation as one of the world's premier wine regions, explains Isabelle Dartigues of the Bordeaux Business School in Talence, France.

by **Tricia Bisoux**

illustrations by Nicholas Wilton

"Bordeaux is known all over the world for its wine," says Dartigues. "The chamber felt it was a pity that Bordeaux had such a strong reputation but didn't have a top management training program just for the wine industry." The chamber approached the Bordeaux Business School with the idea. In September 2001, the Wine MBA was launched under Dartigues' direction. Bordeaux now works in concert with the Graduate School of Management at the University of California at Davis, the University of South Australia in Adelaide, and Pontificia Universidad Católica de Chile in Santiago. The degree sends students to learn about major wine regions all over the world, and the wine industry has a custom-made, comprehensive MBA to call its own.



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“Everyone wants to have some strategic advantage over someone else. When we all offer the same thing, we all ask, ‘How do we distinguish ourselves?’”

Dale Doreen

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Bordeaux’s Wine MBA is one of many industry-specific MBAs that have emerged in the marketplace during the last few years. This trend has led some educators to ask if it’s a necessarily good thing for the MBA to diversify into such narrow categories. Purists, especially, view the general MBA degree as complete in itself, designed to make graduates comfortable in all business environments, not just one.

Even so, some business students are seeking out specialized and niche degree programs as a way to set themselves apart from a sea of general MBA graduates. Likewise, many business schools see tailor-made MBA programs as a means to differentiate themselves in the marketplace. “Everyone wants to have some strategic advantage over someone else. When we all offer the same thing, we all ask, ‘How do we distinguish ourselves?’” says Dale Doreen, director of the International Aviation MBA at the John Molson School of Business at Concordia University in Montreal, Quebec, in Canada. “An industry-specific program allows a school to develop a strong reputation separate from the rest of the market.”

Although a crowded educational market is an important factor in the rise of targeted MBAs, it’s by no means the only catalyst. As individual industries grow more complex, it is only natural that they examine their current management pools more closely and look for ways to infuse them with the just-in-time industry know-how they need. That examination has led some industry professionals straight to the source to ask business schools for customized degree programs to suit their needs.

### What’s Driving the Trend

While most industries value managers with MBAs, those that have experienced the biggest changes are sometimes even more desperate for executives who have specialized skills. These are the industries that can’t afford to wait for a new generation of managers to absorb industry-specific knowledge through on-the-job exposure. For them, an MBA with that knowledge already in place can have substantial appeal.

This is especially true for the airline industry, which has seen tremendous changes to its landscape in recent years. For this reason, the International Air Transport Association (IATA) in Montreal, Quebec, approached the John Molson School of Business ten years ago. It wanted to create an MBA degree that would produce managers who already understood the challenges of the industry and were ready to meet them head-on.

“In the past, the airlines would promote someone who had been a mechanic or pilot all his life to a management position,” says J.M. Guillemette, director of academics and edu-

ational alliances for IATA. “But for many, this was a step beyond their training. Most simply didn’t have the background that allowed them to be effective managers.”

The airline industry’s first solution was to seek out individuals with a solid general business education, says Guillemette. Then, the new managers could learn what they needed to know about the industry after they were hired. That approach was better than promoting someone with no management background at all, says Guillemette, but it only went so far. “The airline industry has become a very complicated business, so a manager’s transition from general business to airline business didn’t happen as quickly as people would like,” he says. “To solve that problem, we decided to build a specialized MBA to ensure continuing education based on the principles of our industry.”

### Unique Challenges, Unique Rewards

Educators like Doreen admit that the road to creating a niche MBA is not always a smooth one. Other MBA specializations such as finance, marketing, or IT are valuable across many industries. They have a degree of immunity to fluctuations within a single sector. The fortunes of industry-specific programs, however, are inextricably tied to the fortunes of the industry they represent.

For example, with the airline industry currently in economic straits, Molson’s International Aviation MBA has seen its enrollment decrease to 15 students from a high of about 25. “The airlines have had some dramatic difficulties in the past couple years. This has been a challenge,” says Doreen, “but we continue to market the program. And we’ve expanded its focus to include other segments of the industry, such as air traffic control and corporate fleet management. As our reputation increases, we hope to attract more students over the years. Even in these times, we attract enough students to keep us, if not above water, then not too far below it.”

On the other hand, enrollment in the MBA in Luxury Brand Management at the ESSEC Business School in Cergy Pointoise, France, has not declined because of a lackluster economy, says Corinne Degoutte, ESSEC’s MBA managing director. However, the school has seen job prospects for its

luxury brand management graduates diminish as the luxury market recovers from economic hard times.

“In terms of placement, the hiring freezes in the industry have made it more difficult for our students to find jobs quickly,” says Degoutte. “We have thus reinforced our career services plan to maximize their exposure to the industry through mailings, company visits, conferences with HR directors and headhunters, and networking with ESSEC alumni.”

unique to this industry, such as yield management or technology, or cases about ticketing or filling airplane seats, they just weren’t there,” says Doreen.

For the MBA in Golf and Country Club Management at Queen Margaret University College in Edinburgh, Scotland, the lack of current research means that faculty has had to work very closely with golf management professionals, says Ian Buick, director of the program. Their experience in areas such as golf and resort development, legal issues for service-based businesses, and even greenskeeping, provide an experience for students that is equivalent, if not superior, to reading a textbook, he says.

“Finding research material, books, and published reports on golf management has proved quite problematical. We’re beginning to find people who are writing in this area. It just takes a while to find them,” says Buick. “Luckily, we’ve had wonderful industry representation, with professionals in the field often serving as guest lecturers. We have a developed golf industry in Scotland, which provides students with good resources for theoretical research.”

The difficulty of locating resources, however, can ultimately be of great benefit to a school, Buick adds. “Our collection of research is growing. We now have seven students in the program who are doing dissertations, so we’ll soon be a source of literature on the topic.”

Doreen agrees that in the process of continuing a niche program, a school amasses a significant amount of industry-specific knowledge that few other institutions can offer. The Molson School is known throughout the airline industry, and its International

Center for Aviation Management Education and Research (ICAMER) has become a world resource for aviation management information.

That kind of global recognition can be the reward that offsets the costs of a niche MBA, says Doreen. “Every airline and almost every airport in the world knows about our program. We’ve developed a worldwide reputation and established ourselves as a world leader in this field,” he says. “In that regard, the program has been extraordinarily valuable.”



Another problem related to starting a unique MBA program is just that: It’s unique. For that reason, few, if any, case studies, textbooks, or reports exist that include information applicable to certain courses. Therefore, a business school often must expend money and man-hours to find available resources and generate other course materials on its own.

“Case studies exist for the larger airlines, but cases on other aspects of the airline industry are limited or nonexistent. When we tried to find textbooks that defined the principles

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### Is There a Need for a Niche?

The success of a few niche programs has caused other schools to wonder whether such a degree is right for them. What they will find, say these educators, is that the success of an industry-specific MBA program generally depends on three areas: regional resources, industry support, and potential market demand.

Regional support is perhaps the most significant incentive for a business school to design an MBA for a particular industry. "Obviously, if a school wanted to start an MBA for the wine industry and it was located in Alaska, it would have a credibility issue," jokes Doreen. "On the other hand, an agricultural MBA in Iowa makes perfect sense. A school really

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Core business courses must  
always be a **foundation**.  
Otherwise, any specialized  
knowledge is of little use.

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needs to look around its own neighborhood to see what the need is and what kind of local support there is in terms of students, faculty, and industry resources. In Montreal, we have an incredible infrastructure of aerospace companies, and the International Air Transport Association and the International Civil Aviation Organization are also located here. That's unique and valuable, and it gives us strategic advantages over other places in the world."

Even with Montreal as a hub for aerospace activity, however, the International Aviation MBA might not have materialized without initial encouragement from the IATA. Likewise, Bordeaux Business School's resolve to pursue a Wine MBA was bolstered by the interest of its local chamber of commerce. As their examples show, an industry's primary professional associations can be important allies to a business school as it designs and promotes a niche program.

The third factor, market demand, may be the most difficult to pin down, because the pool of potential students for an industry-specific MBA is often scattered around the globe, says Dartigues of Bordeaux. It takes a great deal of face-to-face contact with industry professionals to draw any conclusions, from determining whether a targeted degree is warranted to deciding what courses it should comprise.

# THE FOX SCHOOL of Business and Management

# TEMPLE

## RESPONDING TO THE FORCES DRIVING TODAY'S ECONOMY

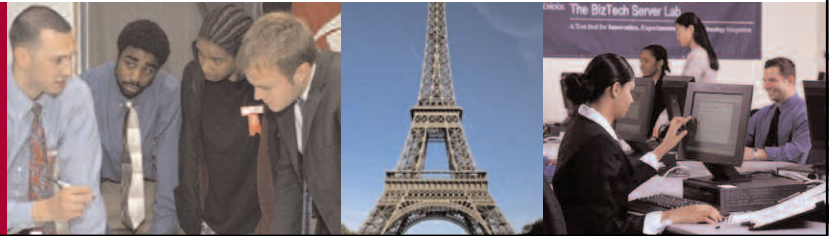
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“Building a specialized program requires a very careful study of the industry, how it’s organized, and what its needs are,” Dartigues says. Before moving forward with the Wine MBA, Dartigues and her colleagues interviewed wine professionals throughout the region to discover what the industry would want in a management program. She adds that such exploration often requires a bit of creative detective work to discover an industry’s exact training requirements.

“You must really listen and be creative with your questions, because people in the industry often won’t know what their needs are in terms of training,” she says. “Before we created this program, I didn’t have any experience in the wine market. I actually think it was better that way. Rather than be influenced by my own training, I could listen with a neutral ear and be more open to what they were telling me.”

### Limits to Specialization

Many educators agree that there is often significant industry support for programs that target a single sector’s idiosyncratic knowledge. Still, they admit that there are limits to specialization, and emphasize that a general business curriculum with courses in finance, marketing, and strategic management is still essential. That core must always be a foundation, says Buick of QMUC. Otherwise, specialized knowledge is of little use.

“Our program includes five core modules, including marketing, finance, business research, strategic management, and managing people. We then put the golf-oriented curriculum

on top of that foundation,” says Buick. “Having that core creates a degree that is highly transferable. It’s also especially important if you’re looking for accreditation.”

Guillemette of IATA agrees, but admits that it’s not easy to create a comprehensive program that addresses general business topics and specialized courses in the right proportions. “When IATA first built a specialized MBA in airline management, it went well for a while. Then, we reached a point that the pendulum began to swing too far the other way. We were at risk of creating the opposite set of problems that we were trying to fix in the first place,” says Guillemette. “Now, we’re trying to reach equilibrium. We want to teach students the industry as well as the basic principles that apply to any business. So, we looked for a university that already had a program with a strong business core, so that we could build the specialization around that.”

Because the trend toward industry-specific MBAs is relatively new, educators involved in designing programs for particular industries are still in a period of trial and error. They are working to strike the perfect balance between the general business core and industry-specific courses. As they do so, however, one thing is clear: No market is getting less complicated. Within these sectors, managers will continue to face increasingly sophisticated, complex environments. For industries that want made-to-order managers who are better equipped to cope with those environments, the made-to-order MBA may be the method of choice. **Z**





**The  
Learning**

# **CURVE**

The examination of student learning outcomes provides business schools with the data to assess the quality of their programs and offers educators the opportunity to truly practice what they teach.

was once a professor of political science, and I've spent hours grading papers. After reading a paper, I would sometimes recognize that the student had a good argument but that he had gotten many of his facts wrong. I'd write my feedback on the paper and sign it off with a B-minus. Then, I would pick up the next paper, read it over, and give it a B-minus for a completely different set of reasons. But what data went into my grade book? Two B-minuses. After collecting and recording a wealth of data on how the students had responded to the assignment, I threw it all away when I handed the papers back. I had no record of where, in general, learning was going right and where it wasn't—or what I could do about it.

The new emphasis on the assessment of learning outcomes in higher education is meant to address this condition. Assessment practices offer educators and their institutions the opportunity to gather systematic evidence about their students' learning and evaluate the effectiveness of their educational offerings. In fact, many accrediting organizations are now asking institutions to provide evidence of student learning and achievement.

Even so, I have found that many institutions—business schools included—are still at a fairly early stage of grappling with assessment and assurance of learning. Although a majority of schools have begun to specify learning goals for their students and gather information on student performance, many share the misconception that gathering the data is the most important part of the process. They often neglect to use that data to improve student learning and experience. They fail to ask, “What can we learn from these results to make our courses better?”

Setting up a workable assessment approach is no easy task, as it often involves exchanging long-held attitudes and habits for new approaches to teaching. But once the need for learning assessment is recognized, the next step is actually using that information for improvement. By creating what I call a “community of practice,” continuous assessment and ongoing improvement can become an integral and seamless part of the educational process.

### **Making the Grade**

Creating a community of practice based on the consistent evaluation of student work is somewhat new to American higher education institutions. In Europe, on the other hand, educators are much more accustomed to objective systems of assessment, because many European schools have external examiner systems; in addition to the professor, an external reviewer also reads examples of student exams and projects. As a result, European educators have developed consistent

consensual judgments based on standards that are implied in their communities of practice.

In the American classroom, there has long been an atmosphere of exclusion, where an educator's classroom is his or her own private domain—others are rarely invited inside. As a result, we've created an environment that makes it extremely difficult to align standards. It is in this area that learning assessment initiatives are trying to make headway.

In the early days of learning assessment, it was most often seen as something *external* to the learning process. Educators tended to approach it one of two ways: They either added a test or survey of students that was implemented outside the standard curriculum, or they used an existing standardized examination to measure students' knowledge of the material. Although these evaluation-based methods can be valid, they bring with them several problems.

First, faculty often dismiss such methods as disconnected from what they are doing in the classroom. After all, faculty often have little to no input into a standardized exam, and the results of the exam usually have no influence on student performance in the course. Second, because these “extra” tests are given outside the standard curriculum, students often don't take them very seriously. Finally, using such exams often adds extra expense to a school's budget.

The main problem with traditional faculty-generated assignments and grades, on the other hand, is exactly what my initial example illustrated. Faculty members mark students individually, but gather no information about what aspects of course content a class *as a whole* has mastered and what aspects a class has generally failed to grasp. Not only that, but the faculty also grade subjectively and idiosyncratically. They each use their own standards and create their own assignments.

The alternative to “add-on” assessment methods and inconsistently awarded grades involves the use of “course-embedded assessments”—questions and assignments worked

**by Peter Ewell**

into each faculty member's existing syllabus. Not only do embedded assessments involve faculty on an integral level in the process, they provide a school with a written record of course performance over time.

Using an embedded approach, a faculty comes together and decides what the learning objectives for a particular course should be. Then they study the assignments in those courses to identify or include questions that systematically measure student mastery of those learning objectives. Finally, they establish consistent ways of evaluating student responses to those questions—for example, a scoring guide that details the attributes of a good answer, perhaps on a level of one to five.

Course-embedded assessment practices serve an institution in several ways. They offer a systematic way to measure its success in teaching students that is related to what its faculty are already doing. They do so in a way that is integrated

into the coursework and assignments students already must complete, ensuring that students will do their best. And, best of all, it adds very little expense to a school's budget.

### Progress, Not Penalties

Business faculty, perhaps more than other educators, may be wary of assessment. After all, they have seen the misuse of performance indicators in the corporate world. They know that employees who are managed by the numbers often suffer the wrath of their superiors. As a result, faculty may be worried that assessment results will be used, not to improve curriculum, but to winnow out the “bad seed” among them. Wrestling with such perceptions frequently generates what I like to call a “paranoia shift” among faculty when it comes to learning assessment practices.

*Paranoia No. 1:* Faculty worry about their jobs. Institutions that view learning assessment as a means to pin-

## On the Road to Assessment

### Texas A&M University-Commerce Commerce, Texas

*In the summer of 2000, the college of business and technology at Texas A&M University in Commerce, Texas, initiated its course-embedded assessment program (or CEAP) for courses in its core curriculum. To begin, faculty committees determined objectives for each course and then wrote objective-specific questions to be integrated into its exams and assignments. With these objectives defined, students' overall success in answering embedded questions is now evaluated and given a pass rate based on a 100 percent scale. Similarly, the rates of all questions are averaged for an overall assessment of the course.*

*Questions and courses that achieve a pass rate of 70 percent or higher earn an “acceptable” rating. However, those that earn a pass rate of between 50 percent and 70 percent must be monitored, and any question that results in a pass rate of less than 50 percent is “unacceptable” and requires action on the part of the professor.*

*The process has been both arduous and enlightening. Professors are given a clear idea of the strengths and weaknesses of their courses and are eager to take steps to improve, says the school's dean, Harold Langford. The results of the CEAP, however, have been undeniably*

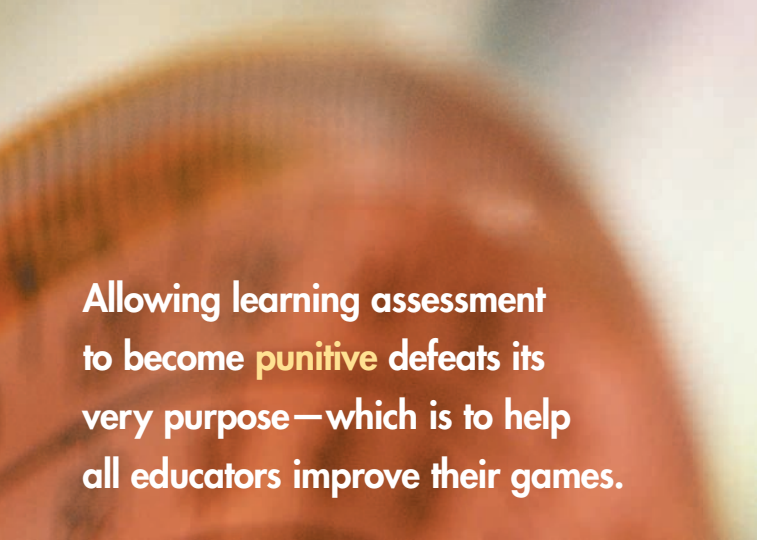
*positive, says Langford, who adds that such assessment practices will now be an ongoing and integral part of his school's curriculum. In a recent interview, Langford explains what it took to plan the program and put it into practice.*

Our primary motivation to include assessment practices in our program was the increased emphasis AACSB was placing on assessment—Texas A&M University-Commerce was pursuing AACSB accreditation at the time. Secondly, we have a faculty member here who is also an examiner for the Southern Association of Colleges and Schools. He pointed out that the assessment process was becoming more important in SACS affirmation.

Until 1996, our college had been East Texas State University. We then became part of the Texas A&M system. We were suffering from declining enrollment, and we were having significant financial problems. We faced a number of years of uncertainty about where the ship was headed. Our faculty was more than willing to try something new to improve the college and move us in a positive direction.

We had tried administering a standardized test in business as an assessment measure, but we had a problem—it's virtually impossible to use it as a grade in any course. The test is fairly lengthy and offered only at certain times of the year; furthermore, the results do not come in until long after the semester is over. So students would say, “What do I care?”

So, we decided to move to course-embedded assessment. We first looked at what we were doing in the college and decided that the best place to start was in our core curricu-



## Allowing learning assessment to become punitive defeats its very purpose—which is to help all educators improve their games.

point—and even punish—underperforming faculty will find themselves in an Enron-like situation very quickly. When performance is measured to reward the good and punish the bad, employees not only become resentful and anxious, they also learn very quickly to tell administrators what they want to hear. Allowing learning assessment to become punitive defeats its very purpose—which is to help all educators improve their games.

The main challenge in the early stages of implementing an assessment program is thus to reassure faculty that such retaliation for weak performance is not going to happen.

lum. Each business major took those courses, so it seemed logical to focus our efforts there and develop a methodology to chart their progress.

Initially, the biggest challenge for faculty was to determine what the objectives for each course were. Many of our faculty had been teaching a long time—they knew what they wanted to teach and what they wanted to accomplish, but it was really all in their heads. It was like cooking without a recipe—we know what it looks like when it's finished, but we're not sure how we got there! To have the faculty come together to write down specific objectives in a formal statement was a difficult task.

We recently received our outcomes assessment for the fall semester of 2002. Our operational management course received an overall score of 71 percent, with seven out of 20 questions in the “watch” category, and four requiring action. The interesting thing with this course is that we have new faculty teaching it, so we need to revisit the objectives to make sure they still match the objectives of the current professors. We have another course in managerial accounting that has caused us concern. Of the 11 objectives we have set for the course, two fell below 50 percent, and five were between 50 and 70 percent. The overall score for the course was 62 percent.

That 62 percent shows that there is still much room for improvement, but the course started with a rating of 42 percent! As a result of assessment practices, the professor began to monitor what he was teaching and examine his objectives to make

Administrators must assure faculty that the data collected through assessment will not be used for promotion and tenure decisions, but rather, are tools for the *collective* improvement of the business school's educational offerings.

*Paranoia No. 2:* Even after they are successfully reassured about Paranoia No. 1, faculty members start to worry about their time investment. No faculty member wants to waste time on something that will never be used. Therefore, the next challenge in putting assessment practices in place is to make clear that the extra effort faculty members invest will result in positive change. Learning assessment must eventually be consequential, leading to changes in curriculum and approaches when course objectives are not being met.

Mature assessment systems do have built-in levels of accountability—after all, if a professor shows poor performance for a long period of time, he should not be allowed to continue. But, in most cases, assessment pro-

adjustments in the course. We've been doing much better, and we will continue to take steps to develop the course.

We have another faculty member whose first score was in the upper 80s. Even though his course was well past the “acceptable” rating, he still wanted to improve. So, he used the results to make his class better. His score is now at 93 percent.

In many cases, however, I might be as concerned with a course that consistently stays in the 95 percent-range as I would with one that falls in the 60-percent range. You have to monitor both high and low scores for a period of time to make sure the course is really working.

Our next step is to expand course-embedded assessment to the rest of the business curriculum to include electives and required courses for business disciplines. Eventually, it will go campuswide.

It's a long process, but schools just need to start somewhere—pilot a small program in just the core classes, or even in just one class. What schools will probably find is that setting up course-embedded assessments is as time-consuming as setting up Internet-based learning. But such assessments will provide benefits in the long run, giving schools a track record of how they're doing.

I do feel that we're among the pioneers of learning assessment. Many people will do it differently and perhaps do it better than we have. But we will continue to improve our process—and I believe it's very important that we've been brave enough to look.

## New AACSB Standards Include 'Assurance of Learning'

The new accreditation standards recently passed by AACSB International members further emphasize the organization's attention on assessment in management education. Of the 21 standards, seven are directed to assurance of learning.

"This area represents one of the major sections of the new standards," explains Milton Blood, AACSB International's managing director of accreditation services. "We wanted to draw attention to the importance of assurance of learning by enhancing its role in our standards for accreditation."

The assurance of learning standards are not intended to dictate an institution's offerings, explains Blood. Rather they encourage each school to determine the learning objectives that are most in line with its mission. This point is emphasized in AACSB's recently revised document titled *Eligibility Standards for Business Accreditation*. "Because of differences in mission, student population, employer population, and other circumstances, the program learning goals will differ from school to school. Every school should enunciate and measure its educational goals," it reads. "Few characteristics of the school will be as important to stakeholders as knowing the accomplishment levels of the school's students when compared against the school's learning goals."

Those who have worked to develop the new standards believe that accreditation is not the most important reason for schools to begin to focus on assessment, Blood points out. More important are the learning achievements of their students and the continuous improvement of their faculty.

Blood adds, "These new standards certainly encourage schools to give heightened attention to defining and assessing the learning goals they have for their degree programs."

*To read more about the new accreditation standards for AACSB International, visit [www.aacsb.edu/accreditation/brc/standards-4-25.pdf](http://www.aacsb.edu/accreditation/brc/standards-4-25.pdf). AACSB also hosts assessment seminars featuring presenters with firsthand experience in putting assurance of learning practices into place.*

vides that educator the opportunity to document his teaching process, observe his strengths and weaknesses, and make the necessary adjustments to improve. Accountability means that he can learn from the process without fearing short-term punishment.

Once these two aspects of the "paranoia shift" are addressed, faculty will often participate in assessment with enthusiasm. The vast majority want to improve and often realize they need to change some aspect of their teaching. What they require are the tools to discover what that "something" should be. As an institution moves into a culture of assessment, educators begin to feel invested in the process without feeling personally at risk. More important, they are excited about pinpointing specific areas to focus on to improve their teaching skills.

### Ask the Right Questions

Building an assessment culture is less about engaging in "scientific" measurement and more about determining the most important questions to ask. If educators ask too many questions, they'll be overwhelmed; too few, and they won't have an appropriate basis for assessment. Therefore, it's up to educators to establish a set of core questions—five or ten, perhaps—that reflects their perceptions of where problems may lie.

Institutions can also make the mistake of being overly precise with their measurement, looking only for "statistically significant differences." This may be more sophisticated than the type of information that a school most needs to discover. Assessment results do not need to be reported to the hundredth decimal place. Rather, they need to have, as one of my professors used to say, "interocular significance." That is, they need to produce data that hits educators right between the eyes.

Most important, embedded assessments can involve students in the process in a myriad of ways. Assessments can be contained not only in quizzes and exams, but also in highly interactive, project-based assignments. For instance, Miami University of Ohio runs an interdisciplinary program in which students from the business school, school of graphic design, and school of communications work in teams to respond to RFPs from real companies about designing a marketing campaign. What is the embedded assessment in such an assignment? It's whether or not the company buys the campaign. Although companies may not choose to purchase the campaign each time, if the work students produce is consistently rejected, the school will know it needs to tweak its offerings to improve their students' skills.

**CEOs all administer examinations to potential hires to test their knowledge and skills, so why couldn't they just coordinate among the Fortune 100 companies to publish their collective results? They could publish the names of the colleges whose graduates do well. The annual *U.S. News & World Report* rankings of colleges would pale by comparison!**

Likewise, King's College in Wilkes-Barre, Pennsylvania, participates in an institutionwide general education assessment. The faculty from each discipline identify a set of common cross-disciplinary core competencies that all undergraduate students graduating from the college should acquire by the end of their four years. Like the faculty of other programs at the college, business school faculty have mapped these abilities onto specific assignments that occur periodically throughout a student's academic career. They then take samples from students' work to determine whether those competencies are coming through.

### **Times Are Quickly Changing**

Just 20 years ago, everybody knew what a college or university was supposed to look like—students attended class, sat in lecture halls, listened to professors, turned in assignments, and took exams. Today, however, that standard image is fading quickly, as diverse incarnations of the educational process are gaining ground. New course delivery mechanisms that use experiential learning, team projects, and distance learning technology simply don't fit the mold. That means that our community perception of what it means to be a university is breaking down. Therefore, it has become increasingly important that educators develop a systematic and visible approach, not to teaching itself, but to evaluating whether that teaching is yielding the right learning outcomes.

The prospect of starting an integrated program of learning assessment can seem overwhelming. It's true that determining objectives for each course in each discipline, from core courses to electives, is challenging. Likewise, the prospect of charting those objectives from year to year is a daunting task. But that shouldn't be an obstacle to getting started. Institutions that have built comprehensive, highly integrated, well-documented systems of assessment have been developing their practices for years. They started with small steps, perhaps with only one course, and worked their way up to the whole.

Elementary and secondary schools have already been barged by externally mandated assessment because their per-

formance was seen as poor by public policymakers. This same outcry is now beginning to be directed toward higher education institutions. But in our case it is less because of overtly poor performance than because colleges and universities are developing a reputation for maintaining a sense of secrecy about what they do, how they teach, and what students actually learn. As an enterprise in higher education, we could gain more public credibility and support if we were to demonstrate that we investigate our own effectiveness and that we respond promptly when the results aren't good.

I have been connected with the debate surrounding assessment of learning outcomes since 1985, when it first came into national prominence. Today, there's much more ongoing debate on the subject, as it becomes clear that obtaining a high-quality college education is a public policy issue. There are increasing doubts about the quality of what's being produced by our higher education institutions, especially by elite groups, such as top CEOs.

When we look at the need for assessment in my Center, we often begin by interviewing business leaders. We ask, "What should higher education be delivering?" Often, we find that business leaders say that although college graduates know the details of their disciplines, they lack good communication skills, they're not good at teamwork, and they lack appropriate leadership skills required for businesses today.

I was recently part of a project that was investigating the feasibility of a National Assessment of Educational Progress for higher education—something already used in primary and secondary education. A number of CEOs were part of a roundtable discussion on the topic. During this discussion, they began to compare notes: They all administer examinations to potential hires to test their knowledge and skills, so why couldn't they just coordinate among the Fortune 100 companies to publish their collective results? They could publish the names of the colleges whose graduates do well. The annual *U.S. News & World Report* rankings of colleges would pale by comparison!

That was quite an idea, and one that all colleges and universities should heed. The federal government is already whispering about the possibility of standardized assessment of higher education; business is already debating about the need for exit exams. So, if higher education institutions fail to offer a viable alternative by voluntarily integrating learning assessments into their programs, the danger is that someone else is going to do it for them. **Z**

Peter Ewell is vice president of the National Center for Higher Education Management Systems in Boulder, Colorado.

# The CRE Curriculum

by Sharon Shinn



Leadership exercises at Cranfield School of Management draw on the lessons of Shakespeare's plays. The experience is enhanced by the fact that the students practice in the renovated Globe Theatre.



Many industry observers maintain that the corporate world is a cold, mechanized environment. **Courses in creativity** are designed to counter this trend, helping executives regain their humanity—and in the process, become more inspirational leaders.

**M**ost executives don't sign up for education courses planning to chase red helium balloons through a conference room. Few MBA students enroll in business school with the expectation that they'll be writing Japanese haiku their first semester. Those who do, however, are usually part of a new wave of business education that seeks to educate the whole person by unlocking the creative potential within.

"I believe there's a disconnect between the work people do in the business world and the lives they lead when they're not in the business world. Creativity courses help these two separate spheres get reconnected," says Mary Pinard, an associate professor of English at Babson College in Babson Park, Massachusetts. She also is a poet and a creativity consultant in the school's MBA program.

"People are starting to understand that one of the new calls in the workplace is to bring more of yourself," says Nicholas Janni, a visiting fellow at the Praxis Centre, Cranfield School of Management, in Bedford, England. There he teaches leadership courses and creativity classes to both MBA students and working executives. "Until recently, some of the softer issues like emotional intelligence were seen as interesting but not central to business. I think that now people realize that these issues are crucial to the bottom line. Research projects have shown that when employees feel their creativity is valued, their satisfaction increases and their whole level of commitment goes up. Companies no longer can focus only on profit or only on emotional intelligence. What's rapidly becoming clear is that the two are interdependent."

A business course that emphasizes creativity teaches participants an entirely different way of looking at the world. It's not organizational behavior or basic accounting—but it could be just as relevant to the way a manager does his job.

### Rhyme and Reason

For the past ten years at Babson, a creativity "stream" has been part of the module that first-year students must take during their first five weeks on campus. They're randomly assigned to one of seven classes where they learn poetry, painting, fiction-writing, theatrical improvisation, puppeteering, movement, or music; each module is taught by a "creativity consultant" who is a working artist proficient in that field. From their very first session with their creativity consultant, students are immersed in the principles of the creative process.

"The idea is to expose them, in a very hands-on way, to the notion of creative process," says Pinard. "Students should come away from these classes with a more attuned sense of self, and this will speak powerfully to whatever tasks or decisions they have to make in the business setting."

Harry Vardis, a trainer at Creative Focus Inc. in Atlanta, Georgia, offers a "creativity boot camp" to executives in companies ranging from Yahoo! to the U.S. Army. For the past three years, he has taught creativity programs to MBA students at Emory University in Atlanta and Anahuac University in Mexico City, and he's beginning to work with other schools such as Kennesaw State University in Georgia.

"We teach people how to notice things—how to hear things, how to deal with the senses," Vardis says. He has constructed a creativity curriculum that revolves around the basic requirements of a businessperson's life—dealing with customers, managing employees, creating new products, making presentations, staying ahead of competition—and lays out ways managers can do these jobs more creatively and effectively.

Vardis' classes also focus on the best ways to arrange space to induce creativity. If two employees interact well and seem to spark ideas from each other, should their offices be moved closer together so they can be in constant





Harry Vardis of Creative Focus Inc. leads a course on creativity.

## At Cranfield, the creativity

contact, or should they be installed at opposite ends of the hall so that they catch other employees in their nets as they head toward each others' offices? Says Vardis, "Managers need to be aware of the best ways to utilize space and relationships to get people to be team players or more individualistic. We go through four different models of architecture and team-building in this session."

At Cranfield, the creativity instruction usually begins with teaching participants how to relax enough to access their imaginations. "People need to understand that there's a whole part of the creative process that's outside the rational mind," says Janni. "I think of it as a four-stage process: preparation, incubation, illumination, and translation. The first and last are very proactive stages. But the second and third stages require you to go into a different mode of consciousness. The first stage is a mode of doing; the second is a mode of being.

"In a lot of corporate settings, they want you to be creative in the doing mode, so you go straight from preparation to translation and back again," he continues. "But we're teaching them that—if you want to get new ideas and new insights—there's a whole other crucial stage where you really have to get into the being part of the process. It involves learning to be receptive and being able to tolerate not knowing, being out of control. That's very difficult for the corporate mind to understand."

According to Janni, to sink into the incubation stage, executives need to slow down. "I do quite a lot of work taking people into a stage of deep relaxation, where they become more receptive. They listen much better—to other people and to their own imaginations. They quiet down a bit. That's a prerequisite for entering a more creative state of mind." To get participants to achieve this state, he often has them lying on the floor and practicing deep breathing exercises. Eventually, he says, participants will learn to balance the two states of being even when they're in the working world.

### Embracing Ambiguity

For all these creativity instructors, there is a strong emphasis on what Pinard calls "the messiness of process"—the strange, unfamiliar, and often uncomfortable sense of ambiguity that occurs in the middle of creating something from nothing. Pinard encourages students to embrace this ambiguity. For instance, at the end of their five-week creativity stream, students must do a presentation to the entire Babson community based on what they've learned.

"I try hard to keep them from deciding in the first week, or even the first hour, what they're going to do in their final presentation, which is their impulse," Pinard says. "They want to decide immediately and then perfect—which is completely antithetical to the notion of discovery and process. If I've been successful, by week four they still don't know what they're going to do for their presentation. In week five, I let them think about the presentation. The result is a very fresh presentation driven by the work they've done rather than their idea of what the work should be."

In addition, Pinard says, the Babson staff has decided against employing any complex equipment, like a video camera, that needs some technical expertise. "Such equipment gives students a way out of the difficult task ahead of them, which is to be engaged in a process with no clear end," she says.

Not only is the creative process filled with ambiguity, it

## FROM FAD TO VERSE

Educators who still doubt how creativity classes can influence strategies in the workplace might sit in on one of the sessions Harry Vardis orchestrates through Creative Focus Inc. Students are divided into teams of nine each that are further subdivided into smaller teams. The whole group takes an hour to discuss the best way to build a castle for a queen, with each team taking responsibility for a different section of the castle. After the initial discussion period, they are separated, and they cannot communicate with other teams again, although they can continue discussions within their own teams until they perfect their part of the design. At the end, the teams come together for half an hour to try to align the final pieces of their castle, which they then present to the queen using models made of playing cards and duct tape. To be successful, the completed castle has to live up to the queen's tastes and expectations—that is, she has to happily accept it as it is.

Sound ridiculous? Vardis says, "Imagine a corporation where teams work on different products or different parts of the same product, but they never speak to each other. Many times they don't speak to their end consumer, either, yet they go ahead and continue to build products. We don't tell our participants, 'You cannot speak to the queen,' but it doesn't occur to them that they should unless the queen doesn't accept the castle at the end. It's a simple but powerful exercise to demonstrate team-building and cross-team communi-

instruction usually begins with teaching participants  
**enough** to access their imaginations.

## how to relax



requires such uncertainty in order to thrive—and it requires an environment that encourages the presentation of unfinished ideas. Few corporate workplaces can claim to be so tolerant. For instance, when Janni is teaching classes of working executives, he asks them to assess their corporate culture.

“I ask, ‘Is yours a culture where people feel free to express half-baked ideas, or the beginning of an idea, or an idea that actually sounds ridiculous? Or will you be laughed at?’ The answer will tell me whether this is a culture where creativity can flourish,” he says.

In a receptive environment, creativity stands a far better chance of succeeding. “People are inherently creative,” says Vardis. “The best teachers of creativity are kindergarten teachers, because they’re always telling kids, ‘This is so great!’ They keep reinforcing what the child does. But when kids turn eight or nine, they start hearing the word ‘no.’

cations and mental fertilization.”

Some of Vardis’ other sessions force participants to think creatively about common items. In one class, red helium balloons are released into a conference room, and participants must discover a functional use for them. “One team figured out that they could attach three or four balloons to a piece of paper ripped from an easel pad, and the balloons would carry the paper all around the room,” says Vardis. “People cannot take their eyes off that paper. They pay attention to what’s written on that sheet.”

Vardis’ classrooms are filled with all kinds of toys, from Silly Putty to pipe cleaners, and the instructors are constantly having students combine and reconfigure elements. “We change perspectives all the time, breaking eggs, making shapes with Play-Doh,” says Vardis. “By changing your perspectives, you come up with new ideas. But here’s the tricky part—knowing the difference between creativity and innovation. Creative ideas have to have some utility; otherwise, they’re useless.”

More unconventional learning experiences are offered in Cranfield University’s leadership classes, which revolve around selected plays by William Shakespeare. While these don’t focus on teaching creativity per se, they definitely draw on a creative medium to teach lessons to the businessperson. Classes are held in Shakespeare’s Globe Theatre, a 1997 reconstruction of the original.

“We believe very much in the power of story, whether that’s a myth or a Shakespeare play,” says Nicholas Janni. “A story gives people a whole other framework of thinking that takes

Judgment sets in—and that’s when creativity starts to get squelched. What we’re trying to do is reintroduce freedom of thinking in minds that have been told they cannot do something a certain way.

“The way to do it is to separate idea generation from idea evaluation,” Vardis adds. “If you want to create an idea, for the next 45 minutes just create ideas—don’t evaluate them. Write down anything that comes to your mind. At the end of that period, you can evaluate them based on the criteria you need. But if you evaluate and generate at the same time, you’re going to kill more ideas than you ever put out.”

### Bottom Line

Programs at Babson, Emory, and Cranfield have been quite successful, generally receiving excellent evaluations and high enrollments. Nonetheless, the instructors sometimes find

them beyond pure data. In addition, there’s extraordinary wisdom in Shakespeare’s plays. We get students and executives to use the different events and characters as a way of looking at their own leadership. While we examine several plays, the main play we do is ‘Henry V,’ which is the story of a man becoming a truly inspirational leader. We’ve had people come back to us and say, ‘In this particular dilemma, I found myself asking, ‘What would Henry V do?’” The lessons of the play really stick with people.”

At Babson College, the lesson plans on creativity involve such nontraditional courses as poetry, dance, and painting. Mary Pinard teaches her students the basic poetic forms and designs exercises that will lead the students to create poems on their very first day in class. For later sessions, she makes assignments that force students to stretch their imaginations.

“I might ask them to write a poem that’s set in a kitchen where there’s something green in the refrigerator and a storm outside,” she says. “Or I might want them to write a poem that takes off from a photograph they have. Or a poem that requires them to go to a cafe and eavesdrop on the people there. The idea is to help them feel some facility, some flexibility, some ease with what it takes to be a poet. It helps them tune into the world around them, engage their senses and their intellect and their emotions, and then feel comfortable shaping those experiences into words and sharing them with others.”

In a business world that increasingly requires its leaders to be in touch with their own feelings, such exercises aren’t just interesting side trips down the liberal arts aisle. They’re important stops on a student’s road toward being a well-rounded executive.

**“When educational drama conventions are used in business learning contexts, memorable way. Some students have even described the use of drama as**

## CLASS ACT

At the University of Western Sydney in Australia, business students learn marketing concepts in an innovative elective course that unfolds more like a theater performance than a typical management class. Glenn Pearce, senior lecturer in marketing, uses improvisational drama techniques to convey marketing concepts such as the ethics of new product development, new trends in advertising, and consumer behavior. During the weekly three-hour drama workshop, students study costuming, prepared roles, defined spaces, and still images—and how they apply to marketing.

In one class, students re-enact a real-life situation in which a Mexican restaurant offered free lunches for life to those who had the company’s logo tattooed on their bodies. To explore the marketing issue of “new advertising media,” the class is divided into pairs of consumers and tattoo artists. After non-toxic pens are used to “tattoo” the motifs onto selected students, the tattoo artists become journalists who interview the consumers about their decision. “I then take on the role of editor and debrief the journalists to see what insights have been gained into ethics, consumer behavior, and advertising issues,” Pearce says.

In another scenario, students are divided into roles relating to the music industry, meeting and advising on the international marketing of an Australian rock group. This drama convention explores issues such as export marketing, services marketing, and catering to the youth market. To add to the authenticity of their roles as rock stars, the four students playing band members dress in appropriate costumes that include wigs and musical instruments. Pearce believes the drama convention is particularly effective at alerting students to the cultural differences that sometimes need to be bridged in internationalization. “Some students have even questioned whether the band’s name and song titles would translate in a cross-cultural sense,” he says.

Such drama techniques are highly effective teaching resources, Pearce believes. “When educational drama conventions are used in business learning contexts, students engage with subject matter and learn in a deeper, more

meaningful, and more memorable way,” he says. “Some students have even described the use of drama as ‘disguised learning’—learning you do when you don’t think you are learning.” Since students frequently discuss the drama after class—with other students and with friends and family members—they continue to think about the lessons they’ve learned in class, which reinforces learning, he says.

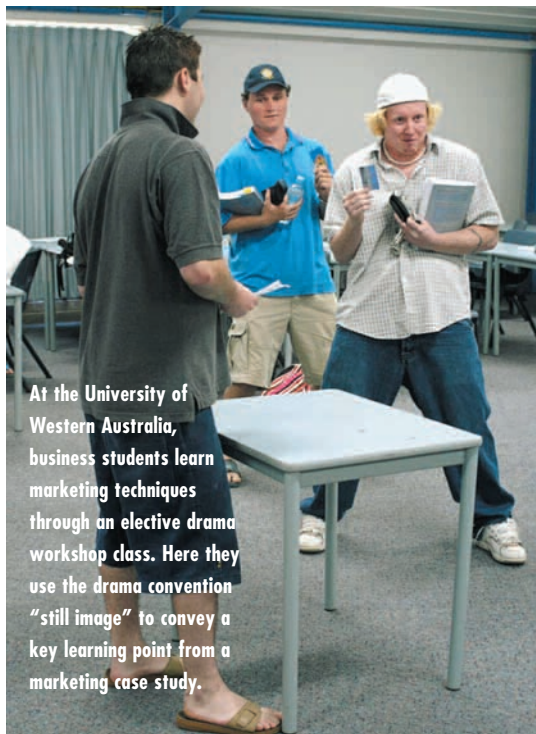
Pearce also believes that, when engaged in a drama-based unit, students read classroom material with a different attitude than they bring to reading for conventional classes. He says, “When reading case studies for a drama-based class, students bear in mind three things: what the case was about, what issues in the case could be brought to life through dramatic re-enactment, and what drama conventions that have been used previously might be applied to this case.”

Pearce also uses drama as a way to assess learning in his international marketing class, which he calls International Business Theatre (IBT). “IBT involves grouping students into theater troupes, randomly assigning each troupe a country, then getting them to write and perform a play that integrates unit theory and highlights key aspects of doing business with that country,” says Pearce. “My research suggests

that, in terms of student learning, this technique is more beneficial than conventional assessment tasks such as the presentation of a written or oral international marketing plan.”

Students in a drama-based course tend to view the instructor as more of a theater director than a lecturer, says Pearce, which contributes to “a relaxed and supportive classroom that is conducive to learning.” Not only do students appear to be having fun in class, he says, but high levels of weekly attendance suggest that they enjoy the course and don’t want to miss any part of it.

Many business schools are looking for ways to enhance active learning by making students more responsible for what happens in the classroom. If he were asked to name his most effective tool for interactive learning, Pearce no doubt would say: The play’s the thing.



At the University of Western Australia, business students learn marketing techniques through an elective drama workshop class. Here they use the drama convention “still image” to convey a key learning point from a marketing case study.

# students engage with subject matter and learn in a deeper, more meaningful, and more **'DISGUISED LEARNING'** — learning you do when you don't think you are learning."

—Glenn Pearce, University of Western Sydney

## CREATIVE CAVEATS

If a business school is considering adding a creativity module to its curriculum, Babson's Mary Pinard has several suggestions. First, she says, administrators should be clear about their goals.

"If you're doing this as a marketing ploy, you're not a good candidate," she says. "There are too many unknowns and too many surprises for such a program to pay you back in that way. If your focus is the risky business of changing people's perceptions and acclimating them to a richer way of being in the world, you're probably a good candidate."

A school also must be sure to allocate adequate space and money for the program, Pinard says, which includes being able to compensate the working artists for their time and effort. In addition, she advises administrators to choose these artists carefully. "It's very important that they be working artists *and* experienced teachers." It is not important that these artists have a formal business background, she notes, because "all artists are entrepreneurs in a sense, and all of the consultants understand the challenge of getting their work out into the world."

She also recommends a forward-thinking attitude that anticipates a successful program designed in a way that allows it to grow. "It's much easier to imagine those spaces

as you're beginning rather than having to build yourself out of a box later," she says.

Next, she says, prepare the regular faculty and the creativity consultants for the rigors of the program. "There must be a real clarity about what creativity or art means in a traditional setting," she says. "Sometimes these worlds don't meld. For example, it's really difficult to evaluate outcomes around creativity using traditional grading methods, because that assigns value in a way that is antithetical to the creative process. People need to think through these things so they don't become barriers to the success of the program."

In fact, she recommends planning an evaluation system from the very start. "Know what kind of feedback you can request of the students at the end of the process. What did they learn, how were they changed, how do they expect the principles they've learned to apply to courses across the program? Ask them to evaluate the work they did with the consultant."

Pinard notes that the evaluation system in use at Babson not only gives her student feedback—what works and what needs to be changed—but also gives her years' worth of information about the program and how successful it has been. "It helps me justify the existence of creativity in this program," she says. "Especially at the beginning of a program, especially if you think it might be threatened, an evaluation system is a really important strategy," she says.

their students skeptical at first. "We get a lot of resistance and quizzical looks," Pinard says. "Some students will say, 'I came here to learn business principles. What does this have to do with anything?' Others will say, 'This doesn't mean anything because it's not graded. It's pass/fail, so how could I possibly value it?' Depending on what the resistance is, there are points along the stream that will address those resistances. Most students are transformed by the end."

This is particularly evident during the Q&A sessions that are part of the presentations students give at the conclusion of Babson's creativity program. "The Q&A is really critical, because it gives students a chance to say, 'This is what happened to me, this is why it's important.' Those are a profound ten minutes. The students become almost textbook speakers on the nature of creativity," says Pinard.

All the instructors hope that their MBA students and high-level executives go on to incorporate principles of creativity into their daily working lives. Says Janni, "We'd also like them

to be much clearer about what we call their presence as leaders. They should be more vulnerable to people, know how to communicate in ways that inspire people, be more authentic, and be more transparent. Emotional intelligence is a part of great leadership as well, so we hope they will have learned how to manage their own emotions and be more sensitive to the emotions of others."

In fact, researchers at Cranfield are considering a project that will enable them to track the increase of productivity in an organization after some of its members have been through the creativity sessions. Janni believes they'll find proof that creativity makes employees more productive and companies more profitable, either "through improved customer service or through generating new ideas about the business," he says.

In a business world where competition is fierce and innovation is fast, the corporate executive who can constantly generate new ideas is a valuable commodity. The goal of creativity classes is to loosen up closed minds and let the corporate imagination run free—and help the company's profits soar



# DOLLARS FOR DEANS

by Berkwood M. Farmer,  
Joseph W. Coleman, and  
Colleen Lampton

Today's business school deans spend nearly 30 percent of their time raising money, and that figure is likely to escalate. The trick is setting priorities and surmounting challenges.

**F**und raising isn't just one of the most critical tasks that falls to today's business school deans; it's also one of the most complex. Donors increasingly want to restrict their gifts to a particular school, building, or program; they also want to be intimately involved with the success of the school. They're more likely to give money if they can associate a familiar face with the institution—and, most of the time, that face is the dean's. Thus, every dean must be deeply involved in fund-raising activities for the school.

According to a recent survey of AACSB-accredited schools in the U.S., the average dean spends 29 percent of his time raising money—and that percentage is likely to grow in the coming years. Because state support for many public institutions continues to decrease, the need for private funds increases every year. To raise money from private sources, it appears that deans must be visionary individuals with a strong sense of the business school's mission and values, and they must be able to convey their own enthusiasm to the donors they contact.

The charts on the following pages give an overview of what many U.S. deans perceive as their greatest priorities and challenges in terms of raising money and how they expect their fund-raising initiatives to change in the next five years. The survey was sent to 394 business school deans; 164 responded. Seventy-six percent represented public uni-

versities, 24 percent private universities. Most—92 percent—offer both graduate and undergraduate degrees in business. Forty-one percent of respondents have an enrollment of more than 2,000 full-time equivalent (FTE) students. Thirty-six percent have between 1,001 and 2,000 FTEs, and 23 percent have fewer than 1,000 FTEs.

What's clear is that deans are most interested in obtaining money to fund endowed chairs, student scholarships, and faculty salaries—in other words, the core components of a business school. They also realize that donors who have a great deal of respect for the school—its mission, its reputation, or its relationship with the community—are more likely to give. Therefore, deans are highly motivated to strengthen their programs and improve their national rankings. Since such initiatives are expensive, it appears that, for the foreseeable future, deans will be deeply involved in the intricate dance of courting donors, upgrading their curricula, and selling their vision of a state-of-the-art business school. **Z**

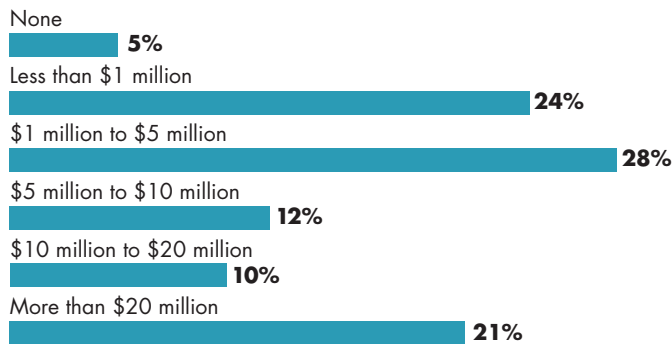
Berkwood M. Farmer is dean of the Raj Soin College of Business at Wright State University in Dayton, Ohio. Joseph W. Coleman is associate professor of management science and information systems, and Colleen Lampton is director of development at the Raj Soin College of Business.

## Key Means of Survey

Yearly donations to business college	<b>\$1.7 million</b>
University advancement staff	<b>25.9 people</b>
College's advancement staff	<b>7.9 people</b>
Business college's advancement staff	<b>1.5 people</b>
Year business college established	<b>1953</b>

The average business school receives \$1.7 million in donations over and above established endowments. Most business schools are also relatively new, with the mean date of foundation being just 50 years ago. While most universities have more than 25 people involved in fund-raising efforts, only about six percent are dedicated to seeking money for the business school, making the dean's involvement even more critical.

## Endowment Levels

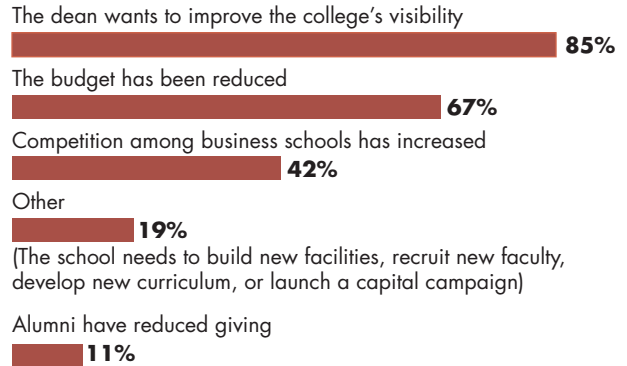


The responding schools report a wide range of current endowment levels, with the majority receiving less than \$5 million in annual endowments. Deans with larger endowments report spending less time on fund-raising than do deans with fewer endowment funds.

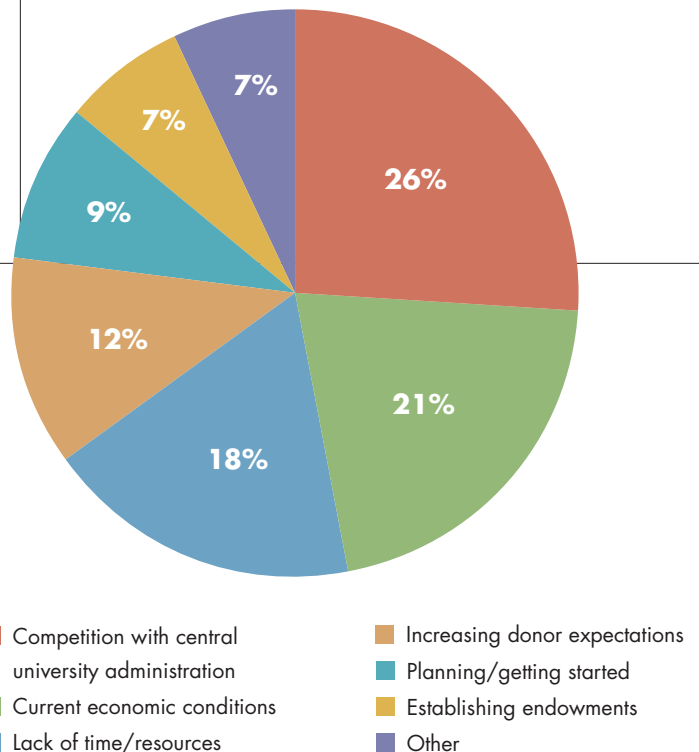
## Tough Challenges

Competing for funds with the central university administration is one of the hardest tasks deans face when trying to raise money for their own schools. They're also struggling with an unfriendly economic climate—and many of them feel they don't have the time to devote to fund-raising tasks. Overall, respondents indicate that their fund raising is most effective when their school has a large student enrollment and, therefore, a larger pool of likely donors.

## Why Priorities Shift



Because a school's needs are constantly changing, deans must constantly reassess their fund-raising priorities. They are most likely to step up their fund-raising efforts when they want to establish the school's brand or make it a stronger contender for high rankings. Budget cuts also force them to direct more energy to fund raising. It's encouraging to note that they rarely have to increase fund-raising efforts because alumni have stopped giving, a signal that most donors tend to remain loyal.



## NOTRE DAME FACULTY

# Question Conventional Wisdom

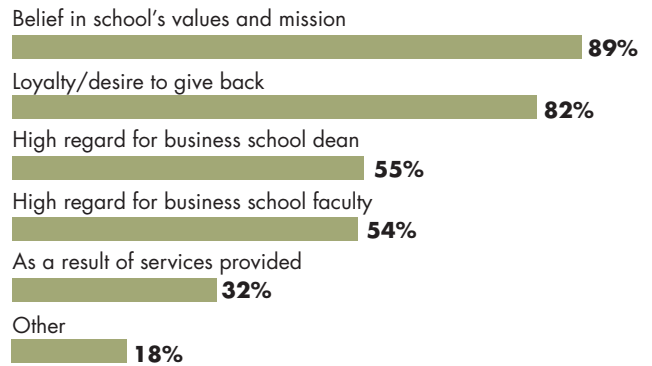
Foreign-source earnings of a U.S. based corporation are not subject to U.S. tax if the corporation's "domicile" is re-established in Bermuda or other tax-haven countries. This strategy, called inversion, has brought intense media criticism and proposed legislation that threatens to eliminate tax benefits for post-autumn 2001 inversions, says Accounting Professor Jim Seida. The U.S. tax system should be reformed, says Seida, because failure to address inversion-related tax issues, while simultaneously limiting firms' ability to invert, could lead to increased foreign acquisitions or failures of U.S. firms.

For more information,  
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UNIVERSITY OF  
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## Why Donors Give



(High regard for graduates or the economic opportunities the school provides the community)

Survey respondents say that alumni, corporations, and individuals are more likely to give if they believe in the school's overall mission. This means that deans and faculty members must have a clear vision of their missions—and how they will attain future goals—and they must be able to communicate that vision to others. Donors are more likely to give if they see how their money will generate a return and move the college toward its goals, and if they see that the school has strong links to the community.

## Deans' Top Priorities

	Mean Now	Projected Mean in Five Years
Endowed chairs/professorships	3.99	4.33
Student scholarships	3.97	3.99
Hiring and retaining faculty	3.96	4.34
Centers of excellence	3.54	3.89
Faculty development	3.40	3.77
Dean's contingency	3.41	3.67
Facility enhancements	3.37	3.69
Faculty scholarships	3.36	3.77
Information technology	3.35	3.53

Respondents rated their priorities for fund raising now and as they project them for the future, with 1 signifying not important at all and 5 signifying extremely high importance. Noting that they expect increasing emphasis on fund raising in the coming years, deans say that when they were hired, fund raising would have been given an average ranking of 3.06; today, some years after they were hired, they would give it a ranking of 4.04 in importance. Among the top priorities for both the current time period and five years from now are retaining and hiring the highest-caliber faculty and establishing endowed chairs and professorships. Although most deans give low priority to raising money for information technology systems, it seems logical to assume that new technology is paid for by internal funding sources; therefore, deans do not have to put as much of their energy on these projects.

# CAMP B-SCHOOL



Summer camps that focus on financial skills are designed to introduce high school students to the potential thrills of a business career.

**BY SHARON SHINN**

**S**ummer camp at the University of Colorado at Boulder isn't about soccer and swimming. High school students who attend the Business Leadership Program research a local company, solve a business problem for the firm, design a mock print ad, and make a video of a sample commercial as they compete in an advertising campaign competition. If their project is judged the best, they don't win a trophy; they win a scholarship to the Leeds School of Business.

Like Leeds, a number of business schools are devising summer camps designed to get teenagers excited about the possibilities of a career in business. Camps can range from a one-week on-campus experience for students who come from hundreds of miles away to a summerlong commuter program for local teens. All administrators have the same goals: to show rising juniors and seniors how important it is to pursue post-secondary education, whether or not they choose careers in business.

"At our school, the idea is to get students interested in entrepreneurship as a career path," says Steve Mueller, assistant professor in the management department at the M.J. Neeley School of Business, Texas Christian University in Fort Worth. "It's a choice. 'I want to be a doctor. I want to be a lawyer. Or I want to be an entrepreneur!' The earlier you get them thinking about this choice, the better chance they'll have to be successful."

According to Aswad Allen, director of diversity affairs at the Leeds school, his No. 1 priority for summer camp is to teach high school students that "college is not an option, it's a necessity." In addition, he says, "I want students to consider how acquiring business skills can improve their knowledge, which improves their power to make informed decisions and create better opportunities for themselves."



By the time students have finished camp, Allen says, “I want them to understand how money works and how it can work for them. I want them to understand research skills and glimpse how they might be used in the next level in higher education. I want them to recognize that there is relevance in business for all people. And I really, really want them to know that they can have fun doing this.”

Of course, Aswad and other camp directors have yet another goal: They want students to have such good memories of summer camp that they seriously consider enrolling in the school that sponsored it.

### Student Search

The first hurdle camp directors must clear is finding the right students to fill their summer programs. Most use a combination of direct marketing and personal appearances to find high school students who might be interested in business camp. At TCU, the business camp is open to all high school students in Texas; therefore, the school sends recruiting posters to all the high school counselors in the state, says David Minor, TCU’s William M. Dickey Entrepreneur in Residence and the director of the Center for Entrepreneurial Studies.

The Leeds camp, a statewide program designed to attract minorities, is publicized through mass mailings to more than 400 schools across Colorado. Allen also makes personal visits to as many high schools as is feasible to promote the program. Since the money to fund these visits is limited, says Allen, “we have to be very strategic. This year we’re shifting away from visiting the schools where we already have strong relationships, because I believe we will get applicants from these schools. Now we’re looking at other schools where we don’t have strong ties but where I think we might see good results.”

To some extent, this means changing the focus from suburban schools to metropolitan schools. Although the goal of his program is to reach minority students, many of whom are in the inner cities, Allen wants rural students and students with international experience as well. He says, “I do want to attract underrepresented minority students, but I want them to get into a program that is rich and broad in scope. While the program is called the Minority Business Leadership Program, I promote it as a business leadership program out of the office of diversity affairs. My philosophy is to be more inclusive in our outreach efforts.”

Wayne State University in Detroit, Michigan, holds an E-

## CAMP CURRICULUM



Kazoua Kue of Detroit’s Cass Technical High School works with her internship supervisor at the City of Detroit.

■ The E-Commerce Summer Camp at Wayne State University is a ten-week program designed to attract minority students, primarily from Detroit’s urban schools. The number of participants has gone up from 25 in the first year to 36 this year. The curriculum covers technical skill development such as Web design, PowerPoint, and Excel programs; business skill development, such as personal finance and business plan concepts; and behavioral skill development.

While some of the students who enroll in camp are top achievers, more are in the 3.0 range of grade point average, says Wayne State’s Thomas Anderson. In fact, his goal is to recruit “middle-of-the-road” minority students who might not have given much thought to going on to college. At the end of the program, Wayne State holds a graduation ceremony where the keynote speaker is usually a political figure or corporate executive who’s a minority.

■ The weeklong Business Leadership Program at The University of Colorado in Boulder was founded more than a decade ago to attract minority students to business education. At the moment, the program accepts about 30 students per year, though Aswad Allen hopes to increase that to 45 in the next few years. Students are selected based on their academic per-

Continued from page 45

formance, their participation in school activities, their recommendation letters, and the way they present themselves in their application essay.

Students accepted into the program enjoy an all-expenses-paid week living on campus, learning business basics, attending skill-building workshops, and visiting summer business school classes in which the day's lecture is tailored to a topic they can understand. They're also divided into teams where they can put their new skills into practice designing an advertising campaign competition.

■ TCU's Neeley School of Business has offered its weeklong summer entrepreneurship camp for three years. The program—called Frog Biz after the school's frog mascot—is designed to teach 24 high school juniors the basics of entrepreneurship. During the classes, students learn about the characteristics of entrepreneurs, how to determine opportunity and recognition, feasibility analysis, marketing principles, funding, the various legal forms of business, how to negotiate, and how to design a business plan.

While TCU is looking for a good ethnic and gender mix, the camp is not specifically aimed at minorities. "Because students have to apply to get in, there's a prestige aspect to the program," says program director Steve Mueller. "So we tend to get the fast-track students, the high achievers. Part of our criteria for selection is to find those who have expressed specific interest in entrepreneurship or owning their own businesses."

■ Business is only one of the summer options offered by the Julian Krinsky Camps and Programs, which also have provided sports camps for about ten years. Program founder Julian Krinsky currently runs summer business camps for the University of Pennsylvania, Temple University, and Haverford College, all in the Philadelphia area. Krinsky's camps, which range from three- to four-week programs, often draw students who are budding businesspeople in their own right. "More than half have small portfolios themselves, and another portion have started their own businesses," says Krinsky.

Although Krinsky puts together a slightly different camp for each university, each camp is built around a business plan. Teams of five or six students form a business and assign themselves roles such as spokesperson, CFO, or head of research and development. As the kids create a product and decide how to bring it to market, they learn the basics of accounting, entrepreneurship, and leadership. At the end of the camp, the students present their plans in a judged competition.

Commerce Summer Camp that is decidedly local, as it concentrates on interesting inner-city kids in IT-oriented business. To recruit students, the school relies heavily on members of the steering committee who work at or have close ties to the urban schools. "We tell them what kinds of kids we're looking for, and we emphasize that they have to be willing to make a commitment to the ten weeks of the camp," says associate dean Thomas Anderson, who runs the program. After the school reps identify promising candidates, Anderson meets with them and their parents to discuss the demands and benefits of the program.

By contrast, word of mouth is the most effective method used to promote the Julian Krinsky Camps and Programs, which have been held for about ten years and are well-known throughout the Philadelphia, Pennsylvania, area. Founder Julian Krinsky conducts business camps for The Wharton School at the University of Pennsylvania, The Fox School of



**Detroit public high school student Christie Young with her supervisor, Ben Clarke, at Ford Motor Company, where she completed a ten-week internship as part of the E-Commerce Summer Camp.**

**“We tend to get the fast-track students, the HIGH ACHIEVERS. Part of our criteria for selection is to find those who have expressed specific interest in ENTREPRENEURSHIP or owning their own businesses.”**

— Steve Mueller, TCU’s Neeley School of Business

Business and Management at Temple University, and Haverford College, and he expects the schools to market the programs as much as he does. He has found that one extremely successful advertising vehicle is the Internet. Information posted on Krinsky’s and the schools’ Web sites draws the attention of high school students looking ahead to college careers. Because of the international reach of such sites, the programs have successfully drawn participants from as far away as Venezuela, France, and Hong Kong.

### **Backed by Business**

While finding the right students is essential, finding the money to pay for the camps is also a critical job. The camps at Leeds, Wayne State, and Neeley are all free to the participating students. The schools look to corporate sponsors to help pay for teachers, field trips, and room and board—and the college scholarships that are offered to some students who complete the camp program.

The first two years of TCU’s business camp were funded by the Kauffman Foundation in Kansas City, which sponsored EntrePrep camps all over the country. When Kauffman’s funding strategies changed, TCU took over the cost of running the program; it is now looking for more corporate sponsorship.

Originally funded by one backer, the Colorado program now enjoys multiple corporate sponsorships from companies such as Key Equipment Finance, which committed \$75,000 to the program for a three-year period. Other companies, such as IBM, State Farm, Accenture, Level 3 Communications, and Sun Microsystems, have also served as corporate sponsors. “We get a little from a lot of companies to reach our operating budget,” says Allen.

The Wayne State program is entirely funded by outside sponsors. The first year, Anderson had about \$40,000 in seed money from a Ford Motor Company grant. SBC Communications and Compuware have also become major donors. In addition, local companies participate in the camp

## **GOING OFF TO CAMP**

For school administrators interested in setting up their own summer business camps, these program directors have a few words of advice:

### **Make sure the programs appeal to teenagers.**

Seventeen-year-olds don’t want to study dry textbooks; they want to work on the computer, play interactive games, and learn by doing. “Don’t make summer camp like school,” Julian Krinsky warns. “Translate the learning into their language. You will lose them otherwise.”

**Eliminate barriers for the students who want to attend.** Anderson anticipated that his minority students might not be able to afford daily transportation, so Wayne State pays for their monthly bus passes. The school also issues IDs that act as debit cards, and charges the cards with enough money to allow students to buy meals on campus—an important consideration for students from lower socioeconomic families.

Similarly, Aswad Allen of the University of Colorado at Boulder points out that administrators should realize some of the students might have other summer commitments that would interfere with business camp—and find a way to work around them. “Many are taking care of younger brothers or sisters, or they’re working. Some may be involved in sports. The students might not be able to convince themselves that it’s worth it to take a week out of those activities. So you

have to find ways to generate that engine,” he says.

**Know how you’ll fund your first year.** According to Wayne State’s Thomas Anderson, it’s crucial to make the first year a success, so schools should do whatever they must to raise funds for the original program. Allen recommends starting the first program with seed money from the school. “Corporate sponsorship will come once you’ve demonstrated success or have an actual product to show,” Allen says.

**Hire the right staff.** “Find someone who has a passion for youth entrepreneurship to run it,” says David Minor of TCU. “The person also needs to be detail-oriented, because there are a lot of details related to putting on a camp like this.”

Anderson adds that some staff member must always be available as a contact person in case someone is trying to reach the school about a student. “Someone has to be there to answer the telephone,” he says.

**Plan early.** In fact, it’s never too soon to look ahead to next year’s camp, says Allen, even if you’ve just waved goodbye to this year’s students. “It’s OK to start a year in advance,” he says. “In particular, begin your sponsorship calls as soon as possible. You can’t have too many requests out there.”

**Never underestimate your students.** “You don’t want to overwhelm them, but as soon as you underestimate them, they become underachievers,” says Anderson. “Give them an opportunity to prove themselves, and you’ll be amazed at what they can do.”

**“The assumption I made was that if we could give them this **TOOL**, the computer system with Internet access, they would be no different from any other kid who had the tool. Then the playing field would be **LEVELED** between these kids and the kids growing up in suburbia.”**

—Thomas Anderson, Wayne State University

by offering internships to the high school students, who work part-time during the first six weeks of the program and full-time during their last four weeks. Companies that have offered internships through the camp include Ford, Budco, Crain Communications, the *Detroit Free Press*, the city of Detroit, the university, and smaller high-tech firms.

Anderson is forthright when he approaches businesses to ask them to offer internships, explaining what skills the students have and don't have. He also emphasizes that the company's financial commitment is not extreme—about \$2,400 per student. The kids are paid \$7.50 per hour for a maximum of 280 hours; the companies also must pay a mandatory payroll tax, but no benefits.

The donations to Wayne State also pay for the school's parting gift to the participating students: a high-grade personal computer and access to the university's dial-up service. Anderson feels that these computers are a vital part of the program, particularly since most of his participants are inner-city kids from lower socioeconomic backgrounds who can't afford such items on their own.

“The assumption I made was that if we could give them this tool, the computer system with Internet access, they would be no different from any other kid who had the tool,” Anderson says. “Then the playing field would be leveled between these kids and the kids growing up in suburbia.”

In addition to paying for room, board, administrative expenses, and computers, the corporate donations often also cover scholarship costs. At Colorado, students end the week with a business plan competition. They are told beforehand that each member of the winning team will receive a \$1,000 scholarship to attend the Leeds School of Business. In truth, any program participant who decides to attend Leeds will be given an identical scholarship.



Students from the Business Leadership Program at the University of Colorado are drawn from diverse ethnic groups from communities all over Colorado.

“We don't tell them that at the beginning, because we want them to do the work, do the research, and do their best when they are competing,” says Allen. “At the end, we tell them that because everyone has done such a great job, we're going to award a scholarship to everyone who decides to come to the business school.” Similarly, TCU offers \$1,000 scholarships to all the students who complete the program and decide to come to the school.

## COLLEGE PREP

Business schools that offer outreach programs to high school juniors and seniors might be waiting until it's too late. That's the theory at the Haas School of Business at the University of California at Berkeley, which runs a program that first connects with ninth-graders at schools in the San Francisco Bay area. According to Oscar Wolters-Duran, director of Young Entrepreneurs at Haas (YEAH), the goal is to find urban high school kids of unspectacular academic prowess and encourage them to go on to college—not just at Berkeley, but anywhere.

YEAH, which has been in existence since 1989, encompasses two main programs. A four-year program admits 40 kids who attend two-week summer sessions each year, as well as sessions that are held every other Saturday throughout the school year. A second program is a semester-long session aimed at seventh- and eighth-graders, who work with Haas undergraduates on a social enterprise project.

All the classes are run by Haas students. About 20 undergraduates work with the middle-school students, and closer to 60 MBAs mentor high school kids one-on-one in the four-year program. Five MBA students act as paid coordinators and teachers and are much more extensively involved in the program than the volunteer mentors. High school students who attend the program are split fairly evenly between male and female participants; roughly 70 percent are African American, 20 percent are Latino, and the rest are mixed.

“This really reflects the schools we draw from,” says Wolters-Duran. “We want a diverse group, but we give extra points for students who are the first of their families to go to college, who are from low-income families, and who are attending public schools in the area. Also, generally we're looking for students with a grade point average of between 2.5 and 3.5. Because we want our program to have an impact, we take those students who are really on the edge of being college-eligible and hope that, because of

## College Connection

Most of these administrators have found that one of the best ways to keep high school kids interested in the business program is to staff the camp with college-age students who are



**MBA students from the Haas School of Business work as mentors for urban high school students enrolled in a four-year program that teaches them business skills.**

their involvement in our program, they go on to college."

During the first year of the four-year program, each student creates a plan for a business he could "conceivably run while still in high school with startup funding of \$5,000 or less," says Wolters-Duran. After learning about marketing, financials, organizational structure, and capitalization, students write a business plan that they present to a panel of judges at an annual venture capital competition. All students are given recognition—and a savings bond—but the top two competitors win a slightly larger bond that "we hope they will use toward higher education," says Wolters-Duran.

During their second year, working individually and as teams, students learn about the stock market by investing \$1 million in pretend money in an online stock investment game. During the third and fourth years, students focus on getting ready for college by learning about SAT tests, college and junior college options, and financial aid possibilities. The emphasis on higher education is so great, says Wolters-Duran, that "the expectation is that these 40 kids are going to go to college."

In that goal, the program has a high rate of success: Close to 100 percent of the students in the four-year program enroll at a higher-education institution. About a third of the YEAH graduates pursue degrees in business.

While Haas provides in-kind support for the program—

already enrolled in business school. For instance, at Krinsky's camps, student mentors from the host universities provide guidance for the high school students. "I usually select students who were in the program before to be mentors," says Krinsky. "They help the kids design business plans, work on the computers, and learn PowerPoint."

At Wayne State, Anderson has relied on current business school students to teach technical classes, act as administra-

including facilities and administrative support—YEAH is responsible for raising its own funds to pay for the program. Since state funds were slashed in recent years, the majority of the money comes from foundations, corporate sponsors, and individual donors. The cutback in state funds may serve to put a hold on plans to broaden the program statewide to other business schools, but Wolters-Duran is hopeful that such an expansion may still be in the works in the near future.

One of the ways to insure a successful program, he believes, is to involve the parents at many stages, whether through workshops that help them understand what's required of their kids or through competitions that parents can attend so they can witness how well their children are doing. "These competitions give the parents a source of pride in their students," he says.

Wolters-Duran thinks that—problematical as competitions can be—they're vital components of the programs. "They give a sense of importance to the students' work," he says. "If we were just to teach marketing skills or finance skills to the kids, the concepts wouldn't be as interesting and they wouldn't sink in."

While the benefits to the participating high school kids are obvious, Wolters-Duran thinks benefits to the participating college students are equally impressive. "One, many of these Haas students have come from the world of finance, but they've never written a business plan. At Haas, they're taking classes in business plan creation, so they're getting to teach what they're learning. Two, the mentors who are involved in the YEAH program really get a deeper sense of connection to the school. That's great for alumni development, for building that foundation of support in the future. Three, many of these students may not have been aware of the reality of urban high school students. I hope this program really helps engender philanthropic feelings in our students."

The YEAH program helps Haas students discover two basic truths—the best way to learn a subject is to teach it, and the best way to get something out of an institution is to invest a big part of themselves into it from the very beginning.

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—Rufus Waters, Professor of Finance & International Business  
California State University, Fresno



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tive assistants, and provide overall support. The teachers and assistants are paid, but students from the Association of Black Business Students volunteer their time to smooth the way for campers.

“I’m a 58-year-old white male, so I’m not sure I’m the guy who is going to naturally connect with 16- and 17-year-olds from the minority community,” says Anderson. “I thought that if the kids could talk to people who were four to five years older than they were, who had walked in their shoes, that would help them feel confident about going off to the university and pursuing an education.”

At Leeds, Allen also employs business school students to act as paid counselors for the high school kids. This year, Allen interviewed past graduates of the leadership program who are now attending school at CU—whether or not they’re in the business program—and they recommended others to join the counseling teams. “These counselors also help us with high schools visits,” Allen says. “They go back to their own high schools as well as to other schools. We try to partner them up so they have a good balance of energy and responsibility.”

Allen believes it’s also key to let high school students know that they can expect continuing support if they do decide to enroll in business school. Thus he makes sure they know about the Diverse Scholars Program, which offers tutorial programs and advice specifically to business students. “We believe that if we can guarantee them academic support and an academic neighborhood that will help them transition into college life, they will be more successful their first year,” he says.

### Measuring Success

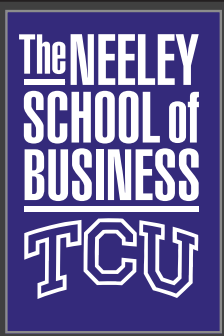
Naturally, one of the goals of the summer camp is to convert high school seniors into college freshmen—at the host university. These four programs all succeed at this goal with varying levels of success.

For instance, at Krinsky’s business camps, the participants are high achievers who have met tough standards just to be admitted to the competitive programs. Wharton might get 300 summer camp applicants per year and only admit 60. Tuition for all the Krinsky camps is roughly \$1,000 per week, and each school offers only a handful of scholarships. Thus, the students who enroll in the camps are already fairly committed to business education, and the schools are fairly committed to the students. “Two-thirds will go on to college at the school where they’ve been to camp,” says Krinsky. “The schools have done the selection process already. They want these kids.”

## Supporting Young Entrepreneurs.



### Creating Strategic Leaders



The Ryffel Center for Entrepreneurial Studies at the Neeley School of Business supports young entrepreneurs through its Texas Youth Entrepreneur of the Year Award sponsored by KPMG LLP. At their recent awards banquet, high school senior and CEO, Shanetta Drake-Pruitt was the recipient of a \$5,000 college scholarship in recognition of her entrepreneurial venture. Five other young entrepreneurial finalists also received \$1,000 scholarships.

The Neeley School offers comprehensive programs in entrepreneurship at both the undergraduate and graduate levels.

The odds aren't quite as good for other programs, particularly those focusing on minorities. Last year, about 30 percent of the students in the Business Leadership Program decided to enroll at Leeds. The numbers were closer to 20 percent at TCU.



**"Two-thirds will go on to college at the school where they've been to camp. The schools have done the SELECTION process already. They want these kids."**

—Julian Krinsky, Julian Krinsky Camps and Programs

At Wayne State, Anderson has been looking more broadly at how successful his program has been at keeping the students in school, period. He notes that everyone who completed camp in the first two years of the program is either still in high school or has gone on to some kind of post-secondary education, which might include technical training in the military. "It's way too soon to know how many will continue on with their studies and get a bachelor's degree, but so far I like what I'm seeing," he says.

All these administrators believe that their programs can

be counted as successes even if the participants don't enroll in business school—as long as the students graduate having learned valuable lessons.

TCU's Mueller wants kids to leave the program understanding just how much work it requires to be a successful entrepreneur. "I want them to know how much time they'll need to spend, and what it takes to raise enough money. I want to offer the caveats that make them say, 'Hey, this isn't easy.' I want them to understand what they need to do next to get from here to there. They need to graduate from high school, go to college, maybe go to business school, maybe go to engineering school or law school. They need to realize that being an entrepreneur takes time and patience."

Says Anderson, "I want the kids in our program to feel good about themselves and feel proud of whatever choices they make. At the end of the day, we all know that access to information is enhanced if you have education. Access to a better standard of living is enhanced if you have education."

As all business school administrators know, one of the keys to continuing success is keeping the pipeline of applicants full. Summer camp provides an excellent way for schools to interest teenagers in business—and to give them an extremely positive introduction to a particular school's campus and facilities. Once high schoolers see how intriguing business can be, they're more likely to consider b-school their first and best option. **Z**

# Technology

## Revamped MBA Adds Lifelong E-Learning

The Audencia School of Management in Nantes, France, has revamped its international MBA to incorporate a lifelong, e-learning component. The Audencia MBA, offered since 1984, will offer participants a classic 12-month course of study followed by a tailored program of career-long e-learning modules.

Delivered through a platform called Campus.Net, the e-learning aspect of the Audencia MBA allows its graduates to continue to pursue the studies of their choice with the guidance of a personal tutor. Each participant can choose a 24-hour-long module per year over three years at no extra charge. At the end of the three years, alumni come back to the school for two days to manage one of the teams around the world involved in the Audencia

MBA International Competition. This puts them into a multicultural, real-world business atmosphere.

Once the free, three-year e-learning package has been completed, the e-learning component then extends throughout graduates' lives on a pay-as-they-study basis. This move, say school representatives, addresses those who see MBAs as "one-shot" educational opportunities. The objective of the e-learning modules is to keep alumni in constant touch with lifelong learning and the business world.

## Recruiters Go MBA Shopping with ePortfolio

The Olin School of Business at Washington University in St. Louis, Missouri, is offering recruiters a novel way to shop for MBAs online. Its Web-based ePortfolio allows recruiters to click on students' photos to read

their complete resumes and career interests. The database includes MBA and undergraduate business students seeking full-time work and internships. MBA and BSBA students from the 2003 and 2004 classes are grouped together by career interests, including consulting, industry finance, investment banking, and marketing.

"These two student populations are outstanding; and given how difficult the hiring environment is for students in job-search mode this year, we wanted to give as much exposure as possible to both groups," says Deborah Booker, associate dean and director of external relations for the school.

The Olin School created the ePortfolio as a database two years ago, but it was not Web-accessible. Instead, it has been e-mailed to recruiters. This year, however, the school decided that simply e-mailing the database to recruiters wasn't enough. "From a marketing standpoint, we feel as though using e-mail as a tool is less effective than it has been in past years," says Booker. "Folks receive so many junk e-mails, we're afraid that our message might get lost in the clutter. So, this year we're using a multimedia approach."

That approach includes running print ads in a major national business daily as well as sending out materials through direct mailings. The ads convey the message that Olin graduates "Hit the Ground Running." By marketing its students through the national ad campaign, e-mails, direct mailings, and now the Web, the school hopes that more recruiters will get a first look at Olin students.

Olin's ePortfolio is online at [www.olin.wustl.edu/wcrc/recruiting/portfolio/](http://www.olin.wustl.edu/wcrc/recruiting/portfolio/).

The screenshot shows a Microsoft Internet Explorer browser window displaying the Audencia Campus Net interface. The browser title is "Audencia - Campus Net - STR 303 - Microsoft Internet Explorer". The interface is divided into several sections:

- Video Lecture:** A video player showing a woman in a business suit pointing at a whiteboard. The video has a progress bar at 00:27:40.
- Navigation:** Buttons for "Contents", "Resources", and "Captions".
- Slide Content:**
  - International trade**
  - Leading exporters, 2000 (shares)**: A pie chart showing data for North America (4.2), Western Europe (5.8), European U. (17.1), Asia (2.7), Africa (26.7), and Latin America (4.4).
  - Leading exporters, 2000 (values)**: A table with the following data:

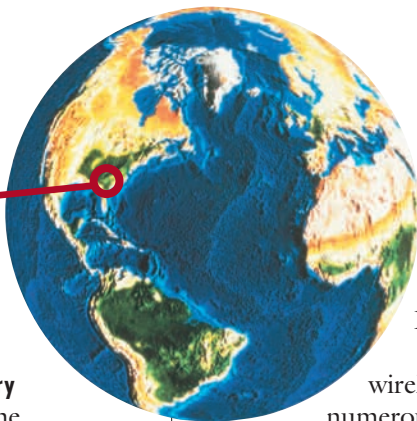
World	6188
North America	1058
Latin America	359
Western Europe	2441
Africa	145
Middle East	263
Asia	1649
- Footer:** "STR 303 - General Economics. Session 10/10" and the Audencia Nantes logo.

MBAs from the Audencia School of Management can pursue lifelong learning online through Campus.Net.



## 'You Are Here' - U of Georgia Tests Wireless Locator

A doctoral student at the Terry College of Business at the University of Georgia in Athens has developed the world's first mobile tracking system based on a local area network (LAN). Iris Junglas has developed an 80,000-square-foot "wireless cloud" that allows students



to track down an individual by tapping a few keys on their PDAs.

"We've set up a wireless network with numerous access points, much like towers in the cellular world," Junglas explains. "Every tower recognizes what mobile device is currently in its range and feeds this information into a central database. From there on, finding some-

body is just a matter of querying the database with your mobile device."

During pilot testing of the tracking system, Junglas had 117 students locate different individuals and locations. "All participants had to do was specify who they were looking for, and a response would come back over their PDA," says Junglas. "Since the participants already knew the terrain, we didn't give them exact directions to the person. We could, however, easily add that function."

Tracking people and places isn't

## NEWSBYTES

### ONLINE LEADERSHIP SURVEY

The Cranfield School of Management in the U.K. has designed an online survey in order to help determine the skills that managers and leaders of the future will require. The questionnaire, created by Cranfield research fellow Dr. Eddie Blass, is directed to the school's 9,500 alumni, business professionals, and business educators. Participants will be asked to identify which skills, in their opinions, will be more or less important in ten years. Blass would like to ensure a global response; therefore, Blass encourages business professors and educators around the world to complete the survey, posted at [www.cranfieldsom.info/future/](http://www.cranfieldsom.info/future/).

### IT MAKES SENSE

A new joint program from IMD and MIT Sloan School of Business will begin in November in Boston, Massachusetts. "Making Business Sense of IT" will bring together technical and nontechnical decision makers with faculty from both business schools to explore ways to

increase the business value of IT through improved IT governance, an understanding of IT architecture, and enhanced information management across an organization.

### CARLETON GETS \$1 MIL

Carleton University of Ottawa, Ontario, in Canada, has been awarded more than \$1 million to fund four new research projects. Communications and Information Ontario (CITO) awarded the school \$706,000 and industry provided an additional \$461,000. The four CITO projects receiving funding involve mobile broadband access (\$252,000), metropolitan networks (\$99,000), Internet access in remote locations (\$490,000), and Internet telephony systems (\$326,000).

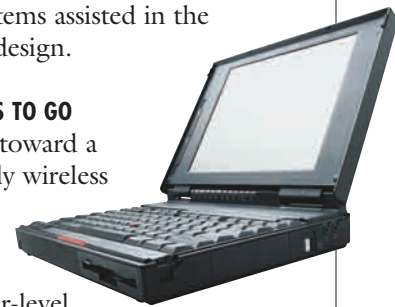
### NEW IT DEGREE

This fall, American University's Kogod School of Business in Washington, D.C., will launch a new technology management degree. The Master of Science in Information Technology Management (MSITM) is a 30-hour, part-time program for

information technology practitioners seeking IT management and leadership positions within their organizations. Corporate leaders from top area firms such as Fannie Mae, IBM Consulting, and American Management Systems assisted in the degree's design.

### LAPTOPS TO GO

In a step toward a completely wireless computing environment, 200 upper-level business students at the University of Idaho in Moscow, Idaho, will be issued wireless laptops this fall. UI will be the first public university in Idaho to launch such an initiative. The IBM ThinkPads will be equipped with 14" monitors, DVD/CD drives, and FireWire for streaming video capability, as well as a selection of business-oriented software. The laptops are meant to promote independent learning among students and encourage greater student-faculty communication.



# Technology

the only thing made easier with this system. Activities such as sending e-mail or booking an airline ticket also are facilitated, especially if tasks are time-sensitive.

"Mobile units allow users to do tasks on the run. You receive updated information immediately and can act accordingly," says Junglas. "In case of location-based services, the system provides you with your own geographic position or the

location of the person you're looking for."

Junglas claims that while other tracking systems exist, they rely on satellites to retrieve location information (such as global positioning systems, or GPS).

Unfortunately, in a local area environment such as a building, these technologies do

not work. Her system relies solely on wireless LAN technology that mimics systems that global cellular networks use.

The next step for this technology is to expand the wireless cloud and create more location-based applications, says Junglas. "We're living in a world with decent network coverage," she says, pointing to the Internet as an example. "What we ultimately want to have, though, is a world that provides ubiquitous networks and universally usable devices, a world in which users can access networks at any time from any place. At Terry College, it's what we call 'u-commerce.'"

## DATABIT

For some, cell phones aren't just a means of communication—they're a means of survival. Henley Management College of Oxford-shire, England, surveyed 1,000 people in the U.K. and found that 46 percent of 25- to 34-year-olds said they "could not live without" their mobile phones. Eighty-six percent of all respondents cited text messaging as the main purpose for their cells.

## U of Arkansas receives \$600K Grant to Study Women and Minorities in IT

Four researchers at the Sam M. Walton College of Business at the University of Arkansas in Fayetteville recently received a National Science Foundation grant for \$603,942 to study the under-representation of women and minorities in the field of information technology. The four researchers include Anne O'Leary-Kelly, professor of management; Bill Hardgrave, executive director of the school's Information Technology Research Center; Vicki McKinney, assistant professor of information systems; and Darryl Wilson, assistant professor of information systems.

The proposed study, titled "The Influence of Professional Identifica-

tion on the Retention of Women and Racial Minorities in the IT Workforce," will examine the degree to which an individual's self-image derives from attachment to a profession. The research will explore whether differences in individual characteristics and situational experiences lead women and minorities to develop different levels of professional identification as compared to majority individuals. Another goal of the study will be to examine the influence of professional identification on the career persistence of IT workers.

The longitudinal study will focus on 11,000 IT workers from seven diverse companies. The research team will survey the workers once a year for a series of three years.

Researchers note that their goal is

## TOOLS OF THE TRADE

### DealMaven Inc. Offers Knowledge Base to B-Schools

For the past three years, financial productivity software firm DealMaven Inc. of New York, New York, has offered its Financial Analysis Knowledge Base, an online training program for Microsoft Excel and financial analysis. Through more than 800 pages of content and interactive exercises, Knowledge Base is intended to accustom students to Excel-based financial analysis that investment bankers are expected to use in "real-world" occupations.

Vince Scafaria, CEO and co-founder of DealMaven, worked with Robert Holthausen, a professor at the Wharton School at the University of Pennsylvania in Philadelphia, and a team of investment bankers to develop Knowledge Base.

The self-paced training program incorporates spreadsheet-intensive financial analysis, complete with quizzes, quantitative case studies, and step-by-step modeling tutorials. The program assumes no prior knowledge in finance. Its modeling tutorials walk users through the process of building a financial model in Excel. Complete with an in-depth glossary, Knowledge Base also serves as a tutorial aid and a reference tool.

The software has been used as a training tool by investment banking firms such as Lehman Brothers. DealMaven is now making it available to higher education institutions. This fall, the Wharton School will be the first business school to make the software available to its students.

"Our program has been used on Wall Street to train recent graduates in business as well as other disciplines," says Scafaria. "By making Knowledge Base accessible to students while they are still in school, we hope to help them take their skill sets to the next level and give them an advantage in the job market."



140,000	140,000
81,778	89,678
76,331	117,451
11,737	74,637
29,580	70,400
41,115	84,015
11,991	104,391



to help increase the number of women and minorities working in information technology. "IT workforce demand is at the lowest it has been in four years," says McKinney. "This research allows us to study what can be done to keep IT workers from leaving the profession, especially in times with low job demand."

### One-of-a-Kind Trading Floor Opens at Kent State

Earlier this year, Kent State University in Kent, Ohio, opened a \$3 million futures and options trading floor on its campus. The KSU Financial Engineering Trading Floor, designed by Chicago-based Tekcom, is the world's first derivatives trading floor at an academic institution, say university officials.

The facility simulates trading using live data feeds from six global exchanges and three news organizations, including CQG Inc., Reuters, and Bloomberg. It also includes 25 HP workstations, which feature dual Xeon processors running two 18" trading screens, and incorporates the same trading software that major investment firms use. Real-time exchange feeds have been granted from the Chicago Board of Trade, the Chicago Mercantile Exchange, the Singapore Exchange, the Tokyo Grain Exchange, and Eurex, a German international exchange.

Design, construction, and ongoing management of the trading floor are funded by more than \$3

million in donations, including a \$1.2 million endowment from the Chicago Board of Trade Educational Research Foundation.

### Career eFair Designed for 'Just-in-Time' Hiring

A consortium of 18 business schools has launched a series of MBA Virtual Career eFairs, designed to give employers direct access to hundreds of qualified students. Developed by Lee Svete, director of the career center at the University of Notre Dame in Notre Dame, Indiana, the virtual fairs have included job postings from companies such as Anheuser-Busch International, Ernst & Young, General Electric, Intel, and Target.

The first virtual career fair was launched on April 1 and remained open through May 6, with 48 employers posting more than 100 jobs. Another fair ran from the last week in May through the third week of June and included 80 jobs from 39 employers. Hundreds of students have taken advantage of the online job fair. More than 400 students visited the site during its second virtual job fair, and 140 submitted resumes.

Companies pay just \$200 to post an unlimited number of jobs during each online fair. "We also do live career fairs in Atlanta, New York, and Los Angeles. In this economic climate, however, many companies can't predict what their job opportunities will be," says Svete. "For \$200, companies can post their openings for just-in-time hiring."

Because of the initial success of the first two eFairs, the consortium plans to sponsor others in the future. For information on the Virtual Career eFair and the MBA Consortium, visit [www.mba-consortium.org](http://www.mba-consortium.org).

## WEBWATCH

### ■ [www.eBizSearch.org](http://www.eBizSearch.org)

Lee Giles of The Pennsylvania State University's School of Information Sciences of University Park has developed eBizSearch, a search engine targeted to business-centric information on the Internet. Designed in collaboration with Arvind Rangaswamy and Nirmal Pal of the eBusiness Research Center at Penn State's Smeal College of Business, eBizSearch is designed to direct researchers to the most topical, relevant information on e-business, e-commerce, and other related topics. Users can conduct keyword or citation searches, collect and organize information, or submit articles of their own to the index.

### ■ [The Chazen Web Journal of International Business](http://www.gsb.columbia.edu/chazenjournal/) [www.gsb.columbia.edu/chazenjournal/](http://www.gsb.columbia.edu/chazenjournal/)

Columbia University's Graduate School of Business in New York, New York, recently launched its Chazen Web Journal of International Business. The site, which Columbia notes is the only student-driven online publication of its kind, establishes a forum for students, faculty, and business to provide topical analysis of today's international business issues.

Available at no cost, each issue of the online journal features papers from Columbia students and faculty, as well as case studies following a specific global theme. The site also includes contributed articles and interviews with corporate leaders and emerging markets financial analysts. Its inaugural issue, published late last year, featured articles covering entrepreneurship in Africa. Its second issue focuses on issues of Asian corporate finance and business strategies. **Z**

# Your Turn

by Louis E. Lataif



## I An MBA Is Not Enough

If the past year's MBA graduates gathered in a single meeting place, the crowd would top 115,000. Each individual would hold a solid degree and have impeccable references. Each person would boast an "enthusiastic attitude" and a keen ability to "multitask." And, most significantly, each individual would be looking for a job.

The current job market is saturated with qualified MBAs. Given the reality of a changing world, one must stop and ask an important question: In today's business environment, is an MBA degree still sufficient? Unfortunately, the answer may not be one that the 115,000 MBA graduates would like to hear: Probably not. In this day and age, when the post-industrial business world is struggling to absorb the progress triggered by technological advances, business graduates must not only be MBAs. They must also be IT professionals.

Today's technology has brought increased communication and accelerated productivity. Job roles, duties, and business leadership have been transformed—and are still transforming—to reflect our new, elevated business needs. Career objectives are being refined, even redefined. And employers are adhering to stricter hiring criteria. Those standards that once may have been seen as elective—such as computer programming, Web marketing, and software development—are now requirements. Jobs in today's work world demand baseline knowledge of technology and electronic communication. In spite of this reality, however,

too many students have left business school without having logged enough hours learning to understand and work with technology—if they've logged any at all.

Roles in the business world have changed because the way we conduct business has changed. Information technology is radically affecting how businesses are structured, how products are developed, how customers are served, how pro-

**TODAY'S GRADUATES NEED TO COMBINE INFORMATION SYSTEMS EXPERTISE WITH MANAGEMENT EFFECTIVENESS TO FULLY SUCCEED IN A NETWORKED-BUSINESS WORLD.**

ductivity is improved, how quality is strengthened, and how speed-to-market is increased. Because of these conditions, business schools must make a priority of reforming curricula to reflect the changed world. Business schools must teach the subject matter that gives today's graduates the ammunition to compete in an electronic and globally networked world.

In short, business schools must teach information technology—both from an operating and a strategic perspective—as a part of the core curriculum. It's the understanding, both theoretical and practical, of technology that hoists a graduate's competence above the crowd, making it easy for an employer to notice him or her in a sea of tens of thousands job-seekers.

Teaching business *with* technology is the way to prepare future entrepreneurs and executives to

become business leaders. As business is transformed, it's time for a new twist on the old MBA classic. It is time to incorporate information systems objectives

into the classroom.

Business schools know it is more important than ever to continue producing world-class builders and leaders. Business schools know they must provide a nurturing and wholesome environment for students from countries all over the world. However, in the years ahead, there will be an even greater need for innovative, professionally trained managers who understand the impact of technology on operations management and who have been educated to think systemically. These managers will be the leaders who will help rebuild businesses and economies. These managers will be the ones who will spawn new businesses and the related new opportunities—the ones who will shape the post-post-industrial era of business.

The question about the continuing adequacy of an MBA, then, is a fair one. It is being asked in business and academic circles alike. In response, many business schools are reformatting their MBA programs specifically to reflect the demands of the information age. According to AACSB International, most of 330 accredited MBA programs (of the 700 schools that offer MBA degrees) have launched new initiatives. These initiatives include e-commerce degrees, certificates, or other technology-focused programs. Many more MBA programs have added "e" materials in their curricula. By incorporating studies on e-business, e-commerce, information systems, and other technology-

focused areas into the classroom, business schools will better guarantee that students graduate with more than the traditional business school fare.

Whether these efforts are enough to meet the technology-inspired demand for graduates is still unknown. As businesses and economies struggle to rebuild during this economic recession, it will become more important than ever that management professionals have an in-depth grasp of digital technology and how it can be employed to transform existing businesses and create new business approaches. Unlike the industrial revolution, the digital revolution can more quickly impact less developed countries; witness technology's positive effect in the past several years on the economies of Ireland, India, and Singapore.

Business school graduates must be able to think in and speak the language of transforming technologies while working within the traditional MBA roles in finance, marketing, and other business disciplines. Ideally, they would hold master's degree credentials in both business and information systems, an option now offered at Boston University.

Today's graduates need to combine information systems expertise with management effectiveness to fully succeed in a networked-business world. The students who know business *and* information technology will be the ones who get the jobs and make a real difference. Those who know that mix will be our leaders of the next, networked age. ■

*Louis E. Lataif is dean of the Boston University School of Management in Boston, Massachusetts.*



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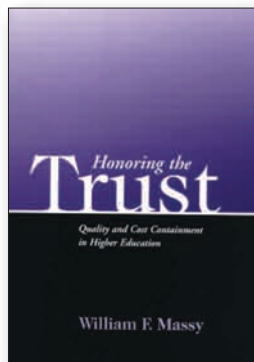
# Bookshelf

## How to Fix Education

Many people believe that America's institutions of higher learning are in trouble, and William F. Massy states the situation plainly in *Honoring the Trust*: "The public trust in colleges and universities has eroded significantly in recent years and will continue to do so unless considerable reforms are taken....Improvements in quality and cost containment are required not only for the well being of individual institutions, but more importantly, to honor the trust placed in academe by the broader society."

You'd expect any book that opens so bluntly to be equally outspoken about the problems and the potential solutions facing today's schools, and you'd be right. Massy goes on to explore the various crises facing colleges and universities: the broader student base that attends school today, though its needs aren't always being served; the tension between research and teaching; the increasingly market-driven nature of education; the technological advances that have changed the way education is delivered and the way schools compete. Massy doesn't stop with pointing out the problems. He also offers his thoughts about what "academic leaders and board members can do to rebuild their institution's core competency in education."

In between, Massy takes a sharp, focused look at how American schools operate today. He discusses the differences between schools that are prestige-based, prestige-seeking, and reputation-based; examines the conflicting imperatives of academic



excellence and market responsiveness; and delves into the controversial topic of cross-subsidies designed to keep less profitable programs afloat and pay for unfunded research. Through it all, he examines how money is raised and how money is

used—and what better methods might be used for both. Meticulously detailed and thoughtfully presented, his book is an eye-opener for anyone wondering what might be wrong with education today. Anker Publishing Company, \$39.95)

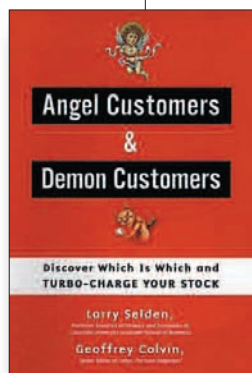
## Customer-Based Business

"Customers are where the money comes from." Larry Selden and Geoffrey Colvin, authors of *Angel Customers & Demon Customers*, can't repeat that line too often. Executives who don't understand that basic axiom usually fail to understand their profit centers, their P/E ratios, and their market potential. Instead of organizing themselves around customers, they organize themselves around products, without realizing that unprofitable customers can sink a company.

Selden and Colvin admit that managers find it hard to believe that any customers might be unprofitable, but they provide sophisticated mathematical examples that show how a paying customer can actually cost a company money—and ultimately, destroy it. An unprofitable customer might be one who makes

only small purchases, or ties up the salesperson's time without buying anything, or pays off her credit card right away, or makes frequent returns. A profitable customer, on the other hand, spends a great deal, buys high-margin items, pays top commissions, and is loyal for a considerable length of time.

Selden and Colvin quote the old 20-80 rule—20 percent of your customers account for 80 percent of your sales—but they've refined the concept. According to them, "150 percent of your economic profit comes from 20 percent of your customers. At the same time, the bottom 20 percent may actually lose money equal to 150 percent of profit, with the middle 60 percent of customers making up the difference, often yielding anemic levels of overall economic profit."



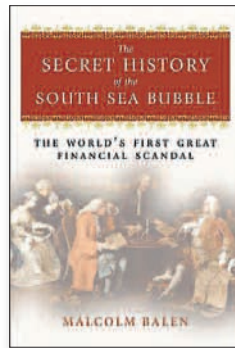
Selden and Colvin admit that managers find it hard to believe that any customers might be unprofitable, but they provide sophisticated mathematical examples that show

how a paying customer can actually cost a company money—and ultimately, destroy it.

The trick, then, is for managers to figure out how to identify those profitable customers, and how to either cut themselves loose from the unprofitable ones or convert them. The authors start with the Customer Segment Value Creation Scorecard to help managers break their cus-

**“The ages of great financial speculation, which occur as irregular outcrops of fool’s gold in the landscape of global economic history, have brought with them riches and ruin in almost equal measure.”**

*The Secret History of the South Sea Bubble*



tomers into categories, and then explain how companies can achieve success by organizing around these categories. As the anecdotes in the case studies suggest, such a shift in perspective isn’t easy for most companies to attain, but the authors believe it’s well worth the pain. (Portfolio, \$27.95)

**The First Stock Market Crash**

“The ages of great financial speculation, which occur as irregular outcrops of fool’s gold in the landscape of global economic history, have brought with them riches and ruin in almost equal measure.” So says Malcolm Balen about midway through *The Secret History of the South Sea Bubble*, his detailed and absorbing account of “the world’s first great financial scandal.” This particular disaster occurred in London in 1720 when a group of unscrupulous speculators sold stock in an unsuccessful trading company to finance a scheme to wipe out the national debt.

Balen sets his story against a backdrop of international competitiveness among England, France, and other European countries, and peoples his tale with the thoughtful, arrogant, brilliant, or dishonest personalities of the day. He also is deft at creating a historical context for his chapters, bringing to life the bustling financial districts of Exchange Alley in London and rue Quincampoix in Paris. His financial calculations, although complex, are clearly stated, and the enormity of what is about to occur becomes truly appalling as the events unfold.

It’s impossible to overlook the similarities between the South Sea bubble and the recent rise and fall of

Internet-based companies. In fact, to make sure readers don’t miss the parallels, Balen opens each chapter with a newspaper account about

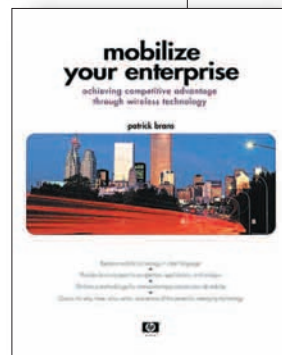
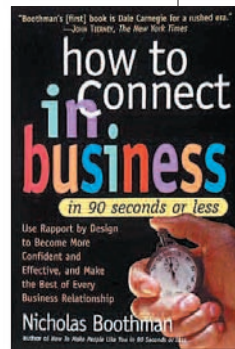
some more modern financial disaster. It’s hard to know if it’s horrifying or comforting to realize that people are no smarter about money today than they were 300 years ago. It’s more sobering to reflect that, if history is any guide, the same mistakes will be made over and over in the future. (Fourth Estate/Harper Collins, \$24.95)

**Quick Looks**

In an early chapter of Patrick Brans’s *Mobilize Your Enterprise*, he quotes science fiction author Arthur C. Clarke’s famous comment that “any sufficiently advanced technology is indistinguishable from magic.” He then proceeds to explain the current state of the magic in the wireless revolution, which he believes will ultimately change the way all business is done. His book is a detailed but highly understandable critique of the services wireless technology can offer and the devices now on the market to perform these functions. He also offers caveats about the drawbacks that hamper existing technology. But he’s pretty certain that when technology catches up to human desire, it really will seem like sorcery. “What would companies do if they could work magic?” Brans asks. “Companies would really like for all of their employees to have telepathic powers that allow them to

access any information available to the company, at any time, and from any place.” We all know enough about cell phones, PDAs, and other wireless devices to know we’re already halfway there. (Prentice Hall, \$34.99)

The first time a person meets you, it only takes him seconds to decide if he likes you or if he doesn’t, and many of your succeeding interactions with him will be determined by his initial snap judgment. If you’re in business, how can you make sure that you always make a positive impression on people, so that they want to hear your offer, buy your product, or entrust you with a million-dollar contract? Nicholas Boothman lays out the answers in *How to Connect in Business in 90 Seconds or Less*, a book that’s part pop psychology, part pep talk, and part a blueprint for getting along with others. His chapters on body language, attitude, personal style, and personal space are all familiar from other sources, but they combine here to reinforce the idea that by projecting the right mix of interest and attention, almost anyone can win over anyone else. “There are only six ways you can get people to do things: by law, with money, by emotional force, physical force, the lure of physical beauty, or by persuasion,” he writes. “Of these, persuasion is the most efficient.” By the end of the book, you’ll be persuaded, too. (Workman Publishing, \$16.95) **Z**



# Spotlight



**Above: The Cobbenhagen building, a main feature of the business school, named after M.J.H. Cobbenhagen, one of the school's founders. Right: Tilburg University's main building, named after Tjalling C. Koopmans, the second Dutch Nobel Laureate in economics. Below: Dr. Willem Haemers, associate professor of econometrics, with a student.**



PHOTOS BY KEN BENNETT, COURTESY OF WAKE FOREST UNIVERSITY



## An Economic Edge

Tilburg University  
Tilburg, The Netherlands

**Tilburg University's Faculty of Economics and Business Administration** is one of the largest business programs in the Netherlands. Situated at the center of a network of roads and railways, the city of Tilburg is home to several multinational companies, such as Fuji, Mitsui, Ericsson, and Philips. As a result, the school is able to take advantage of the area's thriving commercial industry.

"We have a strong interaction with the local and national business communities," says its dean, Theo Verhallen. "Almost all students do a project for a firm in the final phase of their program. Faculty engage in contract research, consulting, and executive education."

All business programs at Tilburg University are based on a foundation of economics, with a strong emphasis on quantitative methods. Tilburg's business program is especially known for its specialized program in "econometrics," a combination of economics, mathematics, and statistics. In addition, the school's course of study in information management is unique to the Netherlands, says Clemens van Diek, the school's public relations officer. "Our program combines the study of information

technology with the study of economics, with the emphasis on information technology," he says.

Tilburg's business school serves approximately 3,000 undergraduate business students, 750 master's students, and 40 Ph.D. students. Most students come from the Netherlands, but the international student population is growing rapidly. In 2002, programs taught in English, such as international business and international economics and finance, drew more than 200 full-time students from Germany, China, Italy, Spain, Scandinavia, and Eastern Europe.

Research is also of great importance to the school's overall mission, as demonstrated by CentER, its internationally oriented research institute. Founded in 1988 to focus on business and economics research, CentER was expanded in 1992 to include the business school's graduate program. At the CentER Graduate School, 120 faculty members both teach and conduct research organized into nine areas: econometrics, macroeconomics, microeconomics, accounting, information systems,

finance, marketing, operations research, and organization.

Increasing its base of research and continuing to develop its international reputation are among the school's primary goals. To that end, Tilburg recently earned its AACSB accreditation. Such accreditation "is of great importance to foreign institutions who wish to work with our university. It is a guarantee that those institutions can trust," says Verhallen. **Z**