

A collage of various books and a tablet computer floating against a light blue background. The books are in various colors (red, blue, green, yellow) and orientations, some open and some closed. A silver tablet is positioned in the lower right corner, partially overlapping the bottom of the main title.

BizEd

May/June 2014

Research in the Digital Age

Evolving technologies and shifting disciplinary boundaries are changing how scholarship is conducted and shared

ALSO:
Upgrading Undergraduate Education

The Jesuit Approach To Ethics

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Publishing 2.0



RAQUITA HENDERSON

As a magazine journalist, I often lose track of exactly where I am in the calendar year. I couldn't tell you the number of times I've seen an announcement about some event and thought, "Darn! I've already missed it"—when, in fact, it won't occur for another couple of weeks.


That's because magazine editors tend to work far in advance of the cover dates of their issues and they sometimes forget what month it really is.

It takes weeks to assemble, edit, write, design, produce, and mail a trade publication of any substance or style. The timetable is even slower for academic journals, which might require up to two years to get an accepted paper into print—at which point some of the research might already be out of date.

But the Internet, which has rearranged so many aspects of our 21st-century lives, is also influencing the pace of publishing. Everyone knows about the "citizen reporters" who supply information to CNN and other media giants—or post breaking news on their own blogs and Twitter accounts. It turns out that blogs and Twitter feeds are new outlets for academic research as well. Faculty in all disciplines are learning how to share parts of their research through social media, supplying links to existing papers, asking for feedback, and following developments in related fields as they unfold.

Other authors are using the Internet to publish entire articles through open-access journal models that allow them not only to quickly make results available, but also to track who's reading their articles and who's sharing the information with others. It's a whole new way of assessing impact, and it's leading to new kinds of collaboration among authors. These approaches, and other trends in academic business research, are discussed in two articles in this issue: "Business Research Goes Public" and "Research Revolution."

As for *BizEd*? We're also looking for ways to publish more timely information more quickly. For instance, we use our Twitter account @BizEdMag to post links to news that catches our attention or includes a deadline that the printed publication will miss. And later this year we plan to unveil an updated website that will allow us to post key announcements more quickly and blog about exciting developments in the industry. The printed magazine will still arrive every two months, but the web page will contain supplemental information that we want readers to have as soon as possible.

The truth is, journalists and researchers share a primary goal: They want other people to see their work. They want to share what they've learned, and they want to share it with anyone who can benefit from the knowledge they've acquired. I believe that reading a hard-copy printed version of a publication is still an incomparable experience, but I'm intrigued by the possibilities of instant digital updates, too. Another upside? I won't lose track of the days when I'm posting in real time. I won't miss out on anything, after all. 

Sharon Shinn



headlines



The Partnership Of Business and Academe

AACSB INTERNATIONAL has launched the Business Practices Council to encourage collaboration between universities and businesses. The group's mission is to identify and shrink the gaps that exist between what business graduates know and what employers need; it will also support business school innovation, engagement, and impact, the pillars of AACSB's 2013 accreditation standards.

The council was launched by the AACSB board of directors as a way to incorporate business perspectives into AACSB's strategy. It is chaired by Mike Thomas, executive vice president of Booz Allen Hamilton, and includes ten business and four academic members. Organizations represented on the council include General Motors, The Coca-Cola

Company, Deloitte LLP, The Conference Board, KPMG LLP, The Society for Human Resource Management, Boehringer Ingelheim, State Street Global Exchange, and DBM Peru.

The Business Practices Council began its work by collecting business engagement examples from accredited schools to share among the AACSB community. Members of the group also addressed participants at the AACSB Deans Conference in February. In addition, many of the practitioners in the group have participated in accreditation peer review visits to deepen their understanding of AACSB's process. In the coming year, the council will work on a variety of projects aimed at strengthening collaboration between business and academe.

New Board Members For AACSB

THE MEMBERSHIP of AACSB International has elected William H. Glick as vice chair-chair elect of the board of directors for the 2014–2015 year. Glick is dean and H. Joe Nelson III Professor of Management at the Jesse H. Jones Graduate School of Business at Rice University in Houston, Texas.

At the same time, six board members were elected for three-year terms that begin July 1: María de Lourdes Dieck Assad, dean of EGADE Business School at Tecnológico de Monterrey in Mexico; Linda U. Hadley, dean of the Turner College of Business at Columbus State University in Georgia; Susan J. Hart, executive dean of Strathclyde Business School at the University of Strathclyde in Glasgow, U.K.; Karyl B. Leggio, dean of the Sellinger School of Business and Management at Loyola University Maryland in Baltimore; Michael J. Page, provost and vice president of academic affairs at Bentley University in Waltham, Massachusetts; and Sue J. Mattison, dean of the College of Professional Studies at the University of Wisconsin-Green Bay.

Addressing Financial Reporting in Africa



MICHAEL R. BLOOMBERG

—founder of Bloomberg L.P. and former mayor of New York City—has launched the Bloomberg Media Initiative Africa to improve financial reporting on that continent. The three-year pan-African program will provide cross-disciplinary education programs and mid-career fellowships to

increase the number of business and financial journalists; it also will convene forums that will examine best practices in media worldwide. The goal is to advance transparency, accountability, and gover-

nance throughout Africa through accurate reporting of business and financial news.

The initial focus of the US\$10 million commitment will be on Kenya, Nigeria, and South Africa. Bloomberg will partner with faculty from the University of Nairobi's School of Journalism and Mass Communications and Strathmore Business School in Kenya; the University of Lagos' Department of Mass Communications and the Pan Atlantic University's Lagos Business School in Nigeria; and the Rhodes University's School of Journalism and Media Studies and the University of Pretoria's Gordon Institute of Business Science in South Africa. Together they will develop educational programs focused on business, economics, public policy, finance, and journalism to enhance the skills and knowledge of media professionals. More information can be found at www.mikebloomberg.com.

Prepared for the Job

ARE MILLENNIALS prepared to enter the 21st-century workforce? And if not, why not? Bentley University of Waltham, Massachusetts, attempted to answer those questions in a recent survey conducted for the university by KRC Research. The Bentley Preparedness Survey asked more than 3,000 business recruiters, managers, high school and college students, recent college graduates, parents, and educators for their thoughts on workplace preparedness. Among the findings:

■ Nearly two-thirds of respondents (62 percent) consider graduates' lack of preparedness to be a real problem, but they don't agree on how to define it. For example, just 7 percent of high school students and 9 percent of college students define preparedness as "work ethic," compared with 23 percent of business decision makers and 18 percent of corporate recruiters. Even more telling, 74 percent of business leaders say Millennials lack the work ethic of prior generations—whereas 52 percent of Millennials believe their work ethic is strong.

■ No one thinks any of the key stakeholders are doing a particularly good job of preparing students for their first jobs. Almost half (49 percent) of higher education officials give colleges and universities a grade of "C" or lower, while 51 percent of business decision makers and 43 percent of corporate recruiters give the business community a grade of "C" or lower. And 37



percent of recent college graduates score their own preparedness with a "C" or lower.

■ All stakeholders have parts to play in preparing Millennials for the workplace. Seventy-eight percent of respondents agree that businesses should partner with colleges and universities to develop business curricula; 85 percent agree that colleges must impart "real-world expertise" to their students; 94 percent agree that students must commit to being lifelong learners; and 85 percent agree that parents should encourage their children to take business classes.

"With persistently elevated levels of unemployment among young college graduates, it is absolutely critical that all parties do everything possible to pursue effective strategies for helping Millennials succeed in the workplace," says Gloria Larson, Bentley's president. To read the full survey, visit bentley.edu/preparedu/launch.

Empowering Entrepreneurs In Emerging Economies

FREE BUSINESS TRAINING has been provided to 100,000 women entrepreneurs in Peru through a program known as Proyecto Salta (“project leap”). The goal to reach 100,000 women was set when the initiative was launched in 2010 by Thunderbird School of Global Management in Glendale, Arizona, and its partners: the Multilateral Investment Fund of the Inter-American Development Bank, Grupo ACP, Mibanco, and the Australian government through Australian Aid.

Proyecto Salta delivered business concepts to its audience through a telenovela format—that is, a TV soap opera. The three episodes of “El Gran Salto,” or “The Big Leap,” followed the trials of various women entrepreneurs as they struggled to run their own businesses. As the stars navigated business obstacles, viewers learned essential information about accounting, marketing, and balancing their books. Thunderbird

professor Christine Pearson helped create the program’s educational framework and materials, which were then developed into the telenovela.

The training was delivered to about 200 women at a time through seminars in cities throughout Peru; it was augmented with one-on-one mentoring, access to microloans, and other educational resources. Thunderbird

MBA students provided more than 4,000 hours of one-on-one or small-group mentoring to 591 women.

A December 2013 study by Peruvian company SASE Consultores found that 75 percent of the women surveyed after receiving Proyecto Salta mentorship were able to better analyze their businesses. In addition, more than 30 percent reported an increase in sales, and 24 percent had reduced their costs since implementing the suggested changes in their businesses.

Watch the second episode of “El Gran Salto” at www.youtube.com/watch?v=w2DzHTHJ40Y.



One Key to Success? Hiring the Right Staff

THE TOP MANAGEMENT of a new or growing company must hire qualified employees and allow them to do their jobs so the CEO can devote all efforts toward keeping the business on track. That was one of the key takeaways at CEO Evolution, a panel discussion sponsored in January by the University of Connecticut School of Business in Storrs and held at UConn Stamford.

Four roundtable panelists, all Connecticut CEOs, discussed the challenges they’ve faced while leading their businesses through tremendous growth. Speaking at the event were Linda McMahon, co-founder and former CEO of World Wrestling Entertainment; Austin McChord, founder and CEO of data solutions company Datto; Paul Senecal, partner of facilities contractor United Services of America; and John Votto, president and CEO of the Hospital for Special Care.

All four emphasized the importance of workforce management, including assembling the right talent, influencing the talent, communicating with and enabling employees, and creating accountability for workers. They also observed that empowering employees to contribute to the growth of the business is a way to instill commitment to the company and clients—key ingredients in expanding operations. Panel moderator Mark Fagan of accounting firm Citrin Cooperman noted that CEOs should focus their attention on strategic activities versus tactical ones, adding that the success of a company depends greatly on a CEO’s understanding of the business, anticipation of changes, and strategic thinking.

Communications Critical for CEOs

THE MAJORITY OF graduate business schools have not elevated communications to an essential part of their curricula, but it is imperative that they do so. That's the key message of "Teaching Strategic Communication in Business Schools: New Evidence from the C-Suite," a white paper from the Arthur W. Page Society. The society is a professional association for public relations executives.

The paper includes interviews with top executives, who stress how critical it is for leaders to be able to communicate



well. For instance, Michael W. Lamach of Ingersoll Rand says, "On the leadership track, there is often no time to step back and examine communication, either on a tactical or strategic level. If you reach the C-suite and can't communicate with various stakeholders effectively, you may not be there long."

The white paper can be found at www.awpagesociety.com/wp-content/uploads/2013/12/AWPS-Teaching-Strategic-Communication-Report.pdf.

Innovating the Automobile Industry

REVERSE INNOVATION is the theme of a new course being offered by the University of Michigan's Zell Lurie Institute for Entrepreneurial Studies at the Ross School of Business in Ann Arbor. It will introduce students to the process of reverse innovation—a backward flow of ideation from entrepreneurs in developing countries to large companies in the U.S. Students will study scalable, energy-efficient mobility systems that have been deployed as alternatives to automobile ownership.

The course is partially funded by the university's Sustainable Mobility & Accessibility Research & Transformation (SMART) Program with the support of the Alcoa Foundation and the Ford Motor Company.

To gather data for the course, the institute and SMART sent students around the world to

document how transportation issues are being addressed outside the U.S. Their findings and analysis will form the basis for the fall-term course project.

The reverse innovation course was designed as a response to the growing movement away from traditional transportation methods. For instance, companies like Ford are exploring how innovations that occur in developing countries, which have no legacy infrastructure such as interstate highways, can spur ideas for products in the U.S.

"The movement away from car ownership and toward more sustainable, multi-modal, IT-enabled systems is already happening globally, and parts of the U.S. are trying to catch up to the trend," says Sue Zielinski, managing director of SMART.



SHORT TAKES

NEW APPOINTMENTS



■ **Geoffrey Garrett** has been named dean of the Wharton School at the

University of Pennsylvania in Philadelphia, effective July 1. A former faculty member in Wharton's management department, Garrett is currently dean and professor of business in the Australian School of Business at the University of New South Wales. He succeeds Tom Robertson, who will return to research and teaching.

■ **David Donnelly** has been appointed dean of the Henry W. Bloch School of Management at the University of Missouri-Kansas City. Donnelly succeeds Teng-Kee Tan, who was dean from 2009 until May 2013, when he left for health reasons and Donnelly became acting dean.

■ On June 1, **Eric R. Spangenberg** becomes new dean of the Merage School of Business at the University of California Irvine. He is currently dean of Washington State University's College of Business.

■ The next dean of the University of North Carolina at Chapel Hill Kenan-Flagler Business School will be



Douglas A. Shackelford, Meade H. Willis Distinguished Professor of Taxation

and associate dean of the school's MBA@UNC Program. Shackelford succeeds James W. Dean, who moved from the business school to become vice chancellor and provost of the university in 2013. John P. Evans has served as interim dean.

■ **Yunzeng Wang** has been named dean of the School of Business Administration at the University of California Riverside. Wang, who previously was interim dean, will now serve a five-year term.

■ **Frank Linnehan** will serve as the permanent dean of Drexel University's LeBow College of Business in Philadelphia, Pennsylvania. Linnehan has been serving as the interim dean of the college since 2012, when George P. Tsetsekos stepped down.

■ In April, **Richard D. White Jr.** assumed his role as dean of the E.J. Ourso College of Business at Louisiana State University in Baton Rouge. White, who has served as interim dean since June 2012, is the Marjory B. Ourso Professor and associate dean, a professor in the Public Administration Institute, and a professor for the LSU Flores MBA Program.

■ **Rakesh Khurana** has been named dean of Harvard College, an undergraduate program within Harvard University in Cambridge, Massachusetts. Khurana is the Marvin Bower Professor of Leadership Development at Harvard Business School.

■ The University of West Florida in Pensacola recently recognized **Ed Ranelli** as Dean Emeritus in honor of his service to the College of Business. Ranelli served as the college's dean from 2000–2013.



■ **Dennis Hanno** has been named chair of the board of trustees for the Glob-

ally Responsible Leadership Initiative. Hanno is provost and senior vice president at Babson College in Wellesley, Massachusetts.

■ **H. Fenwick Huss** has been recommended as the Willem Kooyker Dean of the Zicklin School of Business at Baruch College in New York City. He also will assume a faculty position in Baruch's Stan Ross Department of Accountancy. He has served as dean of the J. Mack Robinson College of Business at Georgia State University since 2004.



HONORS AND AWARDS

■ The United States Association for Small Business and Entrepreneurship (USABE) recently honored entrepreneurial business schools with its Excellence in Education Awards. The University of Texas in Dallas won the National Model MBA Entrepreneurship Award; the University of Tampa in Florida won the Outstanding Emerging Entrepreneurship Program Award; the University of Maryland in College Park was recognized for its Outstanding Specialty Entrepreneurship Program; the University of Missouri in Kansas City was honored as the National Model Undergraduate Entrepreneurship Program; and the Entrepreneurship Development Institute of India, Ahmedabad, was recognized as Outstanding Entrepreneurship Program Abroad. More information about USABE can be found at www.usabe.org.



STEPPING DOWN

■ **Paul Danos** has announced he will not seek reappointment for a sixth term as dean of Dartmouth College's Tuck School of Business in Hanover, New Hampshire. His current term ends in June 2015. Danos, who is also the Laurence F. Whittemore Professor of Business, joined the school in 1995 and oversaw the expansion of the school's faculty and facilities, increases in its student enrollments, the launch of nine centers and initiatives, and the start of new academic programs.

■ On August 1, **Carl Moore** will retire as dean of the Mitchell College of Business at the University of South Alabama in Mobile. Of the 43 years he spent serving the university, he spent 25 as dean. During his tenure, the college created a

master of accounting program and a DBA in management and established the Center for Real Estate and Economic Development and the Melton Center for Entrepreneurship and Innovation.

■ **Ajay Menon** will step down as dean of the College of Business at Colorado State University in Fort Collins, effective June 2015 or as soon as a new dean is recruited. Menon, who has been dean since 2002, plans to return to teaching. Under his tenure, the faculty roster has grown from 55 to 83 and enrollments have risen from 294 in 2004 to 1,546 in 2013.

COLLABORATIONS

■ **Singapore Management University (SMU)** and **Copenhagen Business School** in Denmark have signed a mem-

SHORT TAKES

orandum of understanding to collaborate on developing their respective maritime programs. Under the agreement, exchange students from the two schools will spend a full term at the partner university to benefit from academic knowledge and industry immersion. The Maritime and Port Authority of Singapore is supporting SMU's maritime initiative through seed funding up of to S\$4.3 million (US\$3.4 million).

■ **Washington University** in St. Louis, Missouri, and **Yonsei University** in Seoul, Korea, are partnering on a new global master of finance dual degree program. Students in the 14-month program will earn a master of finance from Washington University and a global MBA from Yonsei University.

■ The Art Center College of Design in Pasadena, California, has partnered with the Peter F. Drucker and Masatoshi Ito Graduate School of Management at **Claremont Graduate University** in California to launch the Innovation Systems Design MS/MBA degree program this fall. Students will graduate with an



MS in industrial design from the Art Center and an MBA from the Drucker School.

■ The **Brandeis International Business School** in Waltham, Massachusetts, has formalized a partnership with **Universidad Escuela de Administración y Finanzas e Instituto Tecnológico (EAFIT)**, a private university in Medellín, Colombia, that will allow EAFIT finance students to study at Brandeis and earn dual degrees.

■ **Audencia Nantes School of Management** in France and **Escola Superior de Propaganda e Marketing (ESPM)** in São Paulo, Brazil, have partnered to launch a master of science in food and agribusiness management.

NEW PROGRAMS

■ The Helzberg School of Management at **Rockhurst University** in Kansas City, Missouri, is now offering a master of arts in management degree designed for early- to mid-career individuals. Students can choose from three concentrations in the MA: organizational leadership and development, healthcare management, and nonprofit administration.

■ This fall, the **Frankfurt School of Finance & Management** in Germany will offer a full-time international MBA focused primarily on

leadership and strategic management. The course starts with team-building camp and features weekly career development days that include personality tests and visits to German companies. Two of the 12 course modules are spent abroad at the University of Cape Town's Graduate School of Business in South Africa and the SDA Bocconi School of Management in Milan, Italy.

■ The Rady School of Management at the **University of California San Diego** has launched a one-year master of finance program that will offer hands-on training for students interested in analyzing Big Data for financial decision making and risk management.

■ In fall 2014, the Raymond J. Harbert College of Business at **Auburn University** in Alabama will launch the finance track of its PhD in business. The program grew out of a US\$40 million gift from 1982 alumnus Raymond J. Harbert in June 2013.

■ Cass Business School at **City University London** is offering a new MSc in global supply chain management designed to give students supply chain knowledge and analytical skills.

■ This fall, **NEOMA Business School** will launch a 12-month, full-time MBA program to be taught at its campus in Paris.



Core courses will focus on four phases of business—diagnosis, optimization, international development, and value creation. The program will be punctuated by several real-world experiences, such as the Out of Your Comfort Zone class that, in collaboration with the French Air Force, will test students' decision-making ability and emotional stability in a crisis.

■ The Naveen Jindal School of Management at the **University of Texas, Dallas**, has launched a professional certificate program for fundraising executives.

■ This fall, the Jones Graduate School of Business at **Rice University** in Houston, Texas, will launch a revised curriculum and delivery format for its EMBA program. The new version will include five-day experiential forums at the start and end of each academic year, executive seminars to help participants integrate skills across disciplines, and a capstone experience focused on international management.

GIFTS AND DONATIONS

■ Entrepreneur and alumnus Al Warrington IV and his wife, Judy, have committed US\$75 million to the **University of Florida** in Gainesville. The gift will be used to increase

an endowment for business professors at the Warrington College of Business Administration.

■ **Carnegie Mellon University** in Pittsburgh, Pennsylvania, has received a US\$10 million gift from alum and venture capitalist James Swartz and his wife, Susan. Along with a recent \$67 million gift from investor David Tepper, the money will go toward creating the David A. Tepper Quadrangle, a learning and research environment that will integrate business, science, technology, design, and other disciplines.

■ The Samuel Curtis Johnson Graduate School of Management at **Cornell University** in Ithaca, New York, has received US\$10 million to found the John and Dyan Smith Family Business Initiative. John Smith is an alum and chairman of the board of transportation firm CRST.

■ Bob and Marcie Zlotnik, founders of Houston energy company StarTex Power and alumni of the **University of Texas at Austin**, have pledged US\$5 million toward construction of a graduate education building at the McCombs School of Business.

■ **West Virginia University** in Morgantown has received a commitment of US\$5 million from business school alumnus Ken Kendrick and his

wife, Randy, and the Charles Koch Foundation. The gift will enable the College of Business and Economics to create a Center for Free Enterprise.

■ The Woodbury School of Business at **Utah Valley University** in Orem has received a US\$2 million investment from Vivint founder and CEO Todd Pedersen to create a new sales program. The Todd Pedersen Professional Sales Program will operate, in part, out of UVU's Business Resource Center, which will now bear the Vivint name. Included will be a sales and marketing



research center and laboratory that will incorporate the latest eye-tracking equipment and facial coding technology. Vivint offers home automation services and residential solar power.

■ **Rutgers Business School** in Newark and New Brunswick, New Jersey, has created the George F. Farris Chair in Entrepreneurship thanks to a US\$1.5 million endowment from the Celia Lipton Farris and Victor W. Farris Foundation and a matching gift from an anonymous donor. In 2011, the anonymous donor pledged \$27 million in an "18 Chair

Challenge," which offered a 1:1 match that enabled other donors to fund an endowed chair with a gift of \$1.5 million. George Farris spent 31 years on the faculty at Rutgers before retiring in 2011.

FACILITIES

■ **Northwestern University's** Kellogg School of Management in Evanston, Illinois, has broken ground on a five-story, 410,000-square-foot lakefront education center designed to encourage collaborative learning. The building's 360-degree views offer glimpses of Lake Michigan, the Chicago skyline, and the Northwestern campus. Exterior glass walls provide natural daylight and fresh air; flexible design allows spaces to be reconfigured to meet future needs. The building should be ready for move-in by late 2016.

■ **Trinity College Dublin** in Ireland is committing €70 million (about US\$96.5 million) to create the Trinity School of Business and an Innovation and Entrepreneurship Hub that will be located within the new school. Groundbreaking will begin this summer, and the new facilities should be complete by 2017.

■ This January, **Kean University** in Union, New Jersey, opened its new 102,275-square-foot mixed-use academic building, which will serve as the home



KENNETH A. GRUSKIN

for the university's new school of design as well as its business programs. The six-story building includes a Barnes & Noble college bookstore and café on the first floor—both of them open to the public.

OTHER NEWS

■ **43North** has launched a business plan competition that will award US\$5 million in prizes to entrepreneurs and heads of emerging startups willing to operate for at least a year in Buffalo, New York. Applicants must submit summaries of their venture ideas by May 31 to 43North.org.

■ **The European Foundation for Management Development** (EFMD), based in Brussels, Belgium, has launched its Business School Impact Survey, a service that allows business schools to collect statistical data on their impact by identifying the benefits they bring to their communities. These include tangible impacts, such as money that faculty and students spend in the region, and more intangible ones, such as generating and supporting intellectual debate. More information can be found at www.efmd.org/bsis.



RESEARCH

Revolution

How research is selected, conducted, and accessed could all be heading for a change.

BY SHARON SHINN

New accreditation standards. New digital technology. New insights into human behavior. Many factors are influencing the way scholars conduct, consume, and communicate about business research today:

- AACSB International's 2013 Accreditation Standards could have far-reaching effects on how faculty conduct research. Not only do the recently adopted standards recognize four different faculty categories, and expect different research efforts within each, but they encourage schools to focus on innovation, engagement, and impact. As schools engage with their larger universities and surrounding communities, faculty will find opportunities for multidisciplinary research that could lead to real impact in both business and academic settings.

- Because electronic delivery formats have become more sophisticated and ubiquitous, faculty have discovered additional ways to read and share research. The open access publishing movement advocates for scholarly articles to be available for anyone to read without charge;

social media technologies such as Facebook and Twitter allow faculty to post details about their scholarly endeavors and receive almost instant feedback. These factors could have a dramatic effect on the old models of academic publishing.

- Business researchers are branching into less traditional disciplines to develop fresh insights about how companies work and why consumers buy. Fields such as positive organizational scholarship and neuromarketing have two added advantages: They're frequently multidisciplinary, and their results often can be translated directly to business.

Academic research has always been the lifeblood of higher education, and that's especially true in business schools, where scholarship can deeply affect how enterprises are born, how organizations are run, and even how people live. Here, we take a look at how today's business research is being shaped by new standards, strategies, and subjects—all factors that will have profound effects on the ways intellectual contributions are designed and delivered.

The Future of Scholarship

Updated standards and shifting realities in higher education are leading business faculty to alternative avenues of research.

BY ROBERT S. SULLIVAN

These are exciting times for business school researchers. Changes within management education and the entire higher education system are opening up new fields of scholarship, outlets for publication, and ways to create impact.

For members of AACSB International, one driver of these changes will be the new accreditation standards, which AACSB approved in 2013 and will begin implementing this year. With the emphasis on mission and impact—and the new classifications of faculty—these standards will redefine what constitutes research, how it will be valued, and how schools will incentivize faculty.

But other changes are coming to university campuses, and they will bring with them their own effects on business research. We don't know yet how far these effects will reach, but they could be dramatic.

Standard Operating Procedure

AACSB's new standards could change business research several ways. First, faculty categories have been expanded from two—academically qualified and professionally qualified—to four. *Scholarly academics* will still be expected to conduct discipline-based research that's published in academic journals. Conversely, *practice academics* are likely to work with industry on practical research. *Scholarly practitioners* are likely to pub-

lish intellectual contributions about new teaching methods and insights, whereas *instructional practitioners* will focus on bringing real-world experience to the classroom and will rarely publish.

At the same time, the new standards encourage schools to better define their missions, and that will clarify the type of research they consider important. If a school considers itself a research institution, its faculty will probably continue to publish in top-tier peer-reviewed discipline-based journals. But if a school is more focused on teaching, its professors might research teaching methodology; they might publish cases and textbooks instead of scholarly articles.

Therefore, the new standards will encourage faculty to conduct expanded types of research and publish it in broader outlets. In some cases, faculty who weren't considered researchers before will—under the new standards—receive credit for conducting research.

There's a third piece to the new standards that might be even more

important in determining what kind of research is conducted and how it is recognized, and that's impact. We must now question how we measure the impact of research. Does it motivate executives? Does it open the door for new types of research conducted by other scholars? That is, does it have practical or theoretical value?

In the past we've relied mostly on citations and counts to document impact, but it's always been difficult to measure. But because the new standards are so focused on defining missions and recognizing impact, I think deans and faculty are going to give a lot of thought to who benefits from what we do. The new standards also present fresh opportunities for defining impact, because they recognize changes that are reshaping both the business school and the university.

The New Now

Higher education is going through a tumultuous time. Online technology is enabling new kinds of course delivery, such as MOOCs. Alternate models such as the Minerva Project—in which students take classes online but travel the globe for experiential learning—are challenging our notion of the classroom. At the same time, the public sector and our own stakeholders are demanding both relevance and accountability from universities. Business schools have been among the first to grapple with these changes and demands,



but the same forces will soon affect the rest of higher education.

As other schools on campus search for ways to retain relevance, more of them are moving into spaces that business schools have owned for a long time, such as entrepreneurship and innovation. Engineering schools are developing entrepreneurship centers; social sciences schools are setting up programs that for all practical purposes are the equivalent of MBAs.

How should business schools respond? We could say, “This is our territory and we’re going to fight for it.” Or we could partner with those other schools to turn out professional students who are ready to work. We could share what we know, which makes *our* programs even more relevant.

When we take the latter course, we have the chance to work with faculty in a wide range of other disciplines, including social psychology, economics, engineering, health sciences, and the arts and humanities. And when we work with other faculty, we open up new opportunities for collaborative, interdisciplinary research.

Today many governmental funding agencies—such as the National Science Foundation, the National Institutes of Health, and the Department of Defense—do support basic scholarship, but they also specify more than ever that it must have a translational element. These funding agencies want to know how the work ultimately will be applied. Translating research to the real world requires entrepreneurship skills and the ability to bring discoveries to market, and that’s knowledge the business school can supply.

Therefore, especially at research-oriented universities, I predict that an increasing number of faculty from other departments will partner with business faculty to conduct research and apply for grants and contracts. And as business professors work with faculty from engineering and environmental and psychology departments, they will change not only what kind of research they conduct, but also where they publish it.

Let me give some examples from my own institution, the Rady School of Management at the University of California San Diego. Along with UCLA and UC Irvine, we are competing for a piece of a US\$150 million grant in the area of stem cell research. To win the grant, faculty need a very solid section that deals with how to translate the research to the real world, how to take the discovery to market, and how to conduct clinical trials. Business faculty can supply that information. Meanwhile, faculty at the Rady School recently conducted research about what occurs in emergency rooms. Looking at the ER as a job shop, they studied issues such as how the staff deals with patients and what level of satisfaction the patients feel. The resulting data was published in a journal about improving emergency room medicine.

Like the Rady faculty, business professors could soon be publishing in journals they’ve never considered before—if they

embrace the rest of the campus and work across disciplines. Five years ago, we wouldn’t have expected business faculty to publish in *Science* or *Nature*. Today, we wouldn’t find it unusual.

In the past, business school faculty might not have been interested in publishing in nonbusiness journals because such scholarship might not have helped them get tenure or promotions. But today, because the new standards emphasize impact, research will be accepted even when it appears in other professional journals—though to be clear, many of those publications are also peer-reviewed.

Today’s business research still needs to demonstrate impact, it just doesn’t have to be an impact on *business*. This latitude on where research is published inevitably gives faculty more liberty to pursue research in other areas of interest.

Next Steps

It might take a little time before we fully realize how much the new standards could affect the way business professors conduct research. And it might take time before business schools and other departments on campus develop fruitful partnerships. But the truth is, the nature of business education is changing. It’s being delivered in different formats, it’s reaching different students, and it’s being paired with many other disciplines. And as education changes, research must change as well.

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Robert S. Sullivan is dean of the Rady School of Management at the University of California, San Diego, and chair of the board of directors for AACSB International.



Open to All

Making research freely available online.

BY SHARON SHINN

Two forces that have the power to change the reach and impact of business research are the open access publishing movement and the increased willingness of academics to post research on blogs and social media sites. What they have in common is electronic delivery and the ability to reach a wide audience almost instantly. Where they differ is in how much of that information is offered in each format.

■ Open access (OA) publishing puts whole articles in the hands of interested readers by allowing anyone to read any academic article without having to pay to do so.

In traditional academic publishing, journals accept papers, publish them, and sell content to subscribers. “That business model is reversed in OA publishing, in which authors pay journals for performing the service of publishing their research,” explains Bo-Christer Björk, professor of information systems science at Hanken School of Economics in Helsinki, Finland.

Among the various tiers of open access publishing are gold OA, in which the author pays a set fee to make his work in a specific journal free for anyone to read; green OA, in which the author takes the manuscript of a published article and archives it on a personal or university website, where it is openly available; and the delayed model, in which journal papers are available for free after a set period of time, usually six to twelve months.

“Today, about 8,000 publishers follow a hybrid model,” says Björk. “They’re subscription journals, but they’ll make articles wholly open if the author pays the fee, usually about US\$3,000.” He estimates that of all the articles indexed in Scopus—Elsevier’s data-

base of the abstracts of articles in peer-reviewed journals—about 13 percent to 14 percent are OA.

■ On the other hand, social media like Facebook and Twitter generally offer up smaller bits of information, such as specific nuggets of data or links to abstracts and publications. This can be highly effective, too, as the London School of Economics and Political Science well knows. The school maintains a blog called the “Impact of Social Sciences,” where diverse contributors provide social media insights.

For instance, one of papers linked to the site discusses “Using Twitter in university research, teaching and impact activities.” It was written by Patrick Dunleavy, a professor political science and public policy at LSE; Amy Mollett, managing editor of the Impact of Social Sciences blog; and Danielle Moran, a journalist and a member of LSE’s Public Policy Group.

Among other things, the authors suggest that scholars tweet about

each new publication, website update, or new blog on their current academic project and ask followers for feedback and comments. They also suggest that researchers tweet about developments at related research sites—even though this might feel like promoting the competition. They write, “In most research areas the key problem is to get more attention for the area as a whole. Building up a Twitter network of reciprocating research projects can...attract more attention (and funding) into the research area.”

The impact of a whole range of social media is explored in a 2012 presentation on “Openness and Impact in Academia Using Social Media” given at Edinburgh University by Jane Tinkler, a research fellow at LSE’s Public Policy Group. She notes, “When we began our impact research, we realized how much of this starts with visibility. For me, openness is about making research available to those who may want to engage with it as a way to prepare for impact.” (For more on

Access for Everyone

Not only do electronic delivery formats make it easier for academics to share research with each other, such formats allow them to reach any other reader who might be interested. In the U.K., a new collaboration between publishers and libraries will allow certain journals to make their content available for free to students, independent researchers, and small business owners.

The new initiative, Access to Research, will provide licensed online access to over 1.5 million journal articles and conference proceedings through library terminals. At the moment, the initiative includes 8,400 journals in the fields of biological sciences, social sciences, and engineering; also available will be articles from such fields as art, business, history, politics, film, and philosophy. Access to Research has been launched under the leadership of the Publishers Licensing Society in response to one of the main recommendations of the Finch Group, a committee convened by the U.K. government, to explore how access to publicly funded research could be expanded.

The service rolled out in February as a two-year pilot. More information about the initiative can be found at www.AccessToResearch.org.uk.



social media, see “Research That Trends” on page 34.)

Pros and Cons

By posting research information on blogs and social media sites, or by making articles open access, authors enjoy a host of advantages:

1. They can share their work with more people. The research can be read by anyone with a computer, a web browser, and an interest in the topic. And the work is easy to share: Authors simply post a link to the research; readers click on it, and the article is there. “There have been many studies that show that articles are cited more often when they’re OA,” says Björk.

One such study is “The Impact of Economic Blogs,” a paper by the World Bank’s David McKenzie and Berk Özler that examines how abstract views and downloads of linked articles are increased when bloggers mention them online.

2. They can expand their own research. When publications are available online, scholars can read more within their own and related disciplines. This can lead to increased collaborations with other academics, notes Tinkler.

3. They can publish research quickly. Top journals might take two years to accept and print an article. Electronic delivery allows research to be available almost immediately. Björk notes that OA publishing also allows readers to see the original manuscript, the reviewers’ comments, and the revisions, so that the whole process is very transparent.

4. They become part of a broad online academic community. This leads to more publicity and more support, says Tinkler.

5. They enjoy improved metrics. OA journals and online blogs allow authors to see how many people are reading their posts—and how many people are talking about them on Facebook and Twitter.

6. They can reach nonacademic readers. While universities subscribe to the important academic journals, small engineering firms or medical personnel in developing nations probably don’t and probably can’t afford to, Björk says. Therefore, if the most recent research in their fields isn’t made freely available, they might miss out on important new advances. This might be changing, however, if publishers and libraries follow the lead of the U.K. and find ways to expand journal access to all interested parties. (See “Access for Everyone” on facing page.)

7. They can serve the public good. Björk notes that, in most countries, the public sector has ultimately paid for university research. Therefore, it’s only fair that the research should be made widely available so that it can have a greater impact on industry, on society, and on research itself.

But publishing information online can have its disadvantages, too, Tinkler points out. Academics can feel overwhelmed by adding tweeting and blogging to their other responsibilities. The quality and discussion of the online debates can be tricky to moderate and can’t match the quality of peer review, even though “some quality assurances can be built into how social media is used.” Finally, the very public instant feedback can be “nerve-racking for individual academics and universities,” she says.

Helpful Links

The “Impact of Social Sciences” blog maintained by the London School of Economics and Political Science offers a wealth of data and commentary about the advantages and challenges of sharing academic research through social media.

■ Home page: <http://blogs.lse.ac.uk/impactofsocialsciences/>

■ A PDF on “Using Twitter in university research, teaching and impact activities,” written by Patrick Dunleavy, Amy Mollett, and Danielle Moran: http://blogs.lse.ac.uk/impactofsocialsciences/files/2011/11/Published-Twitter_Guide_Sept_2011.pdf

■ A PowerPoint presentation on “Openness and Impact in Academia Using Social Media,” delivered by Jane Tinkler: <http://www.slideshare.net/JaneTinkler/using-social-media-to-disseminate-academic-work-edinburgh-2012-final>

■ A study on “The Impact of Economic Blogs,” by David McKenzie and Berk Özler: <https://blogs.worldbank.org/impactevaluations/files/impactevaluations/dispatchsection2.pdf>

It seems likely that, as the digital natives of the Millennial generation move more deeply into research, they’ll bring with them their love of online communication, which will lead to even more willingness to post scholarship online. That’s just one more reason researchers like Björk believe that “OA is the future of academic publishing.”

Crossing Disciplines, Making an Impact

Today's business research is highly prized when it's multidisciplinary and can demonstrate an impact on real-world business. Here's a look at two fields that are moving beyond the boundaries of traditional academic business research.

The Mind of a Consumer

Neuroscience in Business

Consumers are emotional, irrational creatures who make decisions based on a host of factors other than thoughtful consideration, says Thomas Zoëga Ramsøy, associate professor of marketing and neuroscience and director of the Center for Decision Neuroscience at Copenhagen Business School in Denmark. Among these factors are memories, emotions, and faith in brands. Traditional market research methods such as surveys and focus groups are insufficient for determining how individuals choose to make a purchase, which is why business researchers are working with neuroscientists to figure out what's going on in the consumer's brain.

"The cognitive apparatus we're born with and develop as adults is not an optimal system," Ramsøy says. "We have bottlenecks and limitations, and we have inborn tendencies to stick with some things

over others. Understanding these tendencies is a way of understanding the biological side of business."

Since people don't understand why they make certain decisions, simply asking them won't uncover much information. Neuroscientists have long used equipment such as MRIs and PET scans to detect what individuals are seeing and responding to on a millisecond-by-millisecond basis.

Most people believe they make decisions after thoughtfully comparing options, Ramsøy says. "But we can use technology to follow their brain responses to products and predict which product they're actually going to choose several seconds before they believe they've made their choices."

New technology is making it easier to track consumers while they're on the go. Instead of detaining subjects within the artificial and noisy confines of MRI machines, researchers can wire them to smartphones, which individuals can slip in their pockets. "We can do brain recordings while shopaholics are walking around a store or while gamblers are visiting a casino," says Ramsøy.

Much of the current research is still deeply theoretical, Ramsøy notes, but the opportunities for applied research are enormous.

For instance, public health could be improved if neuroscientists learn how gamblers and compulsive shoppers make their choices—and Ramsøy has received funding from the Danish Research Council to study those very issues. And businesses could learn how to make their products and their marketing strategies more

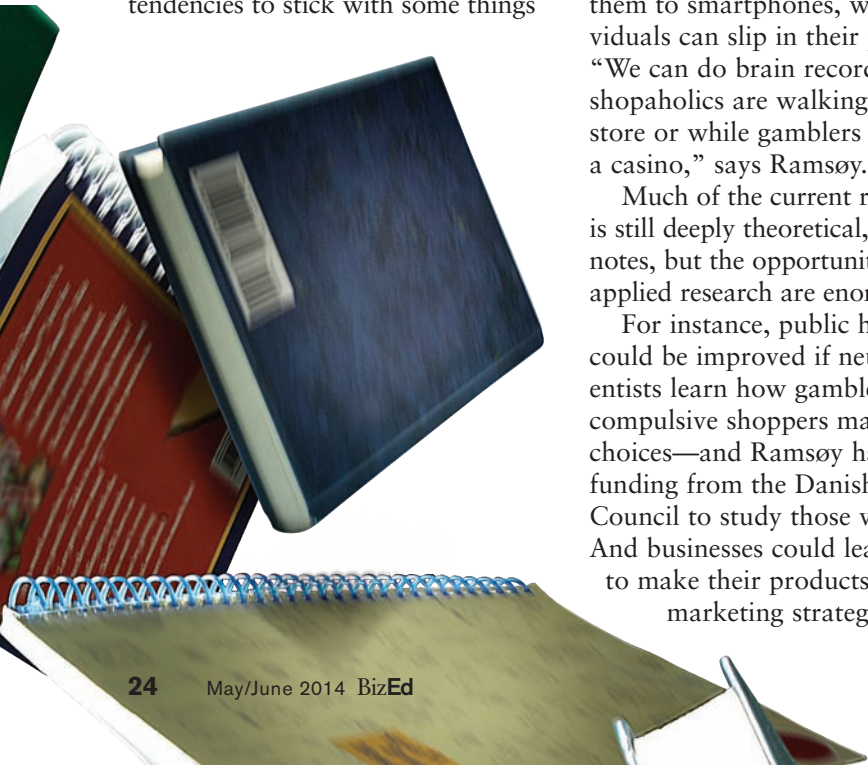
appealing to consumers once they understand what motivates people to buy.

Neuroscientists have already made major discoveries, such as those in a landmark 2004 study about Coke and Pepsi that emphasizes how greatly branding can influence consumers. Says Ramsøy, "In blind taste tests, most people are unable to tell the difference between the two colas. But if you tell them they're tasting Coke, even if you give them Pepsi, they will love the Coke much more. Brands imbue value to products. They have an impact on people's preferences because memories have set up expectations."

Other research has shown that if people believe the product they're consuming is expensive, they will like it better. "We've done studies with chocolate, wine, coffee, and fashion—and every time, people report they enjoy a product more if it's high-priced or associated with an esteemed brand," says Ramsøy.

As neuroscience provides more information to businesses, more business schools are providing neuroscience-themed coursework. For instance, Copenhagen Business School offers both a minor and several electives on the topic, including courses on neuromarketing, neuroeconomics, and even neurodesign.

Graduates with deep understanding in this field will be in high demand, Ramsøy believes, as neuromarketing becomes a more natural part of market research. He says, "Big companies like Procter & Gamble and Coke have teams of people who conduct marketing research through surveys and focus groups, but who also use the new



technologies to understand consumer choice.”

Neuroscience also has applications in leadership, he says—from helping leaders make better choices to helping companies do a better job of selecting and training them. “We might be able to use neuroscience to understand candidates in ways we can’t just by using personality and IQ tests,” Ramsøy notes.

But even as the field expands with possibilities, scientists wrestle with ethical implications. For instance, there has been some outcry over “subliminal advertising,” such as when theaters show brief shots of popcorn or soda to encourage movie patrons to buy snacks. However, subliminal advertising creates only short-term effects and influences customers far less than repeated ads and specific ad placements, Ramsøy says.

A big question still remains, he says. “How can we design advertising that isn’t fooling people but still allows us to market to them in ways we know they respond to? I don’t see any straightforward answer to that.”

The question will only get more urgent as neuroscience becomes more sophisticated. Today, neuroscience has progressed so far that researchers can write algorithms predicting how people will react to certain stimuli—they no longer need to test people to make those predictions.

“It’s both scary and very, very interesting,” says Ramsøy. “How can we help business while still protecting the consumer? We need to discuss the issue in a meaningful way. To be honest, I don’t think the debate has really started yet.”

On the Bright Side

Positive Organizational Scholarship

When Kim Cameron began researching forgiveness within organizations, some of his funding came from a highly untraditional source for a business professor: a foundation that was supporting research on the psychology of forgiveness. It was only one of many benefits he enjoyed by conducting cross-disciplinary research within his field of positive organizational scholarship.

“Disciplines such as psychology are better funded than a business discipline such as organizational behavior, and there are many more psychology journals where the resulting research might be accepted,” notes Cameron, associate dean of executive education and the William Russell Kelly Professor of Management and Organizations at the University of Michigan’s Ross School of Business in Ann Arbor.

“At the same time, researchers in those fields can conduct research much more quickly than organizational scholars,” he adds. “When I work with a psychology scholar, I can enter a lab, talk to 60 students, gather data, and write a paper the next week. That’s much faster than talking to leaders at 60 organizations.”

It’s useful to gain the additional cross-cultural insights, because positive organizational scholarship is not an entirely mainstream field of study: Scholars in the discipline

look for what goes right within a company rather than what goes wrong, Cameron explains.

“For instance, in positive dynamics, researchers start with an affirmative bias and focus on opportunities and strengths, rather than threats and weaknesses,” he says. “They try to determine how companies achieve positively deviant performance.” They also might study areas such as virtuousness, compassion, the mechanisms that help individuals flourish within companies, and the ways people find meaningfulness in their careers.

As researchers in other fields—from law to accounting—also study the effects of positivity, new territory opens up for business researchers. “For instance, positive psychology has been an area of research for a long time, and I’ve gained many insights from Martin Seligman and other leaders in the field,” says Cameron, who is currently serving on the board of the International Positive Psychology Association. “I’m willing to work across sectors because, if the research is relevant, we can merge our best ideas and learn from each other.”

While Cameron believes academic research on, say, virtuousness in the organization is important in and of itself, he knows that CEOs pay more attention to theory when it helps them grow profits or beat the competition—and positive organizational scholarship can do both. “I’ve found compelling evidence to suggest that virtuous practices in organizations lead to substantially higher profitability, productivity, quality, innovation, customer satisfaction, and loyalty, as well as greater employee engagement, morale, and retention,” he says.





ADRIANA SAMPER,
Assistant Professor
of Marketing



AMANDA FRIEDENBERG,
Associate Professor
of Economics



SCOTT WEBSTER,
Bob Herberger Arizona
Heritage Chair in Supply
Chain Management

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For instance, Cameron spent ten years researching what happens when companies downsize. While 85 to 90 percent of them deteriorate afterward, as top leaders depart and those left behind start hoarding information, 10 to 15 percent flourish. What's the difference?

"I found that one of the biggest factors in their success was forgiveness, or the ability to put aside grudges and anger over the harm that's been done," says Cameron.

He has also researched the idea of positive energy within organizations by looking at positive energy networks. These are similar to the networks that map which people in an organization are at the hub of information or influence, and which ones are on the periphery. Unsurprisingly, those in the hubs perform better, as do the people who report to them, Cameron explains.

Along the same lines, Cameron has studied relational energy, or which people within a network

**"I'm willing to work
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**—Kim Cameron
University of Michigan**

leave others feeling uplifted and elevated, and which ones leave others depleted and exhausted. "As expected, the people at the hubs of positive energy networks are higher performers, and so are the units they manage," he says. "But here's the surprise. The energy network is

four times more important in predicting performance than either the influence or information network. Not only that, positive energizers help other people's performance improve. And the highest-performing organizations have at least three times the number of positive energizers that typical ones have."

This research can have an impact in how leaders hire or deploy personnel—and it opens up a whole new area of literature about leadership. "While we are constantly telling leaders how to manage information and how to manage influence, we never teach them how to manage energy, which trumps them by a factor of four," Cameron says.

Positive organizational scholarship also can have an impact on other scholars, he thinks, if they pursue lines of inquiry that "help CEOs become better leaders, make businesses be better places to work, and improve the lives of employees across organizations."

BUSINESS RESEARCH

GOES Public



BY TRICIA BISOUX

Most business practitioners are eager to acquire new knowledge that will help them build their organizations, manage their workforces, and improve their leadership. Luckily for them, business schools are producing that knowledge every day. Unluckily, this research is often published in esoteric academic journals that few of them read and is written in a language they don't readily comprehend.

To ensure their faculty's research is applied in the real world, business schools—including the four featured here—are increasingly devising nontraditional ways to deliver research findings directly to practitioners. By repackaging their research for the world, they're bucking the conception that academic research is only for academics.

C.J. BURTON

Found in Translation

*Paul Merage School of Business
University of California, Irvine*

When the Merage School of Business wanted to link its scholarship to practice, it focused on addressing one of the biggest problems of research studies—their often impenetrable academic language. Three years ago, it created Research Translations, a program that “translates” research into language that business leaders can immediately understand, in short-read formats, so that they can quickly find what they need and put the information to immediate practical use. Research Translations is administered through the Merage School’s Center for Global Leadership and directed by Jone Pearce, Dean’s Professor of Leadership.

Each year, the program accepts several doctoral students or professors into the center’s paid Summer Fellows Program; applicants come from both inside and outside the Merage School. To apply, they submit their curriculum vitae and one-page descriptions of research topics that they would like to translate for the public. Their descriptions must explain why their chosen topics are important to the business community and show that sufficient empirical research is available. Last summer, the school received five applications for three spots.

Once accepted, fellows work on translations, each covering the findings of several studies on the same topic, throughout the summer. Fellows submit one-page proposals for topics, including a list of publications they would draw from, to Pearce, who reviews and approves them. Each translation can be no more than three pages long and must include practical knowledge for the business community. Each fellow receives a US\$3,000 stipend after completing an approved translation by the August deadline. Translations are next edited by professional writers to make the

**“We want to become
a resource that the
whole world can use.”**

—Jone Pearce

University of California, Irvine

text more engaging, before they are posted to the school’s website under the fellows’ bylines.

Research chosen for translation must explore problems related to leadership, Pearce explains. For example, fellows have written translations with titles such as “How Leaders May Affect Followers’ Resistance to Change” and “Managing Procrastination at Work.” A recent translation, “How Women Leaders Can Navigate the Labyrinth of Success” by Winny Shen of the University of Florida, draws from a reference list of 25 studies to support the guidance it offers.

The Merage School models its Research Translation program after similar activity in the medical

community. Pearce points to the Cochrane Reviews, a collection of reports created by the Cochrane Collaboration in British Columbia, Canada. The reviews summarize and interpret evidence-based medical findings to help the public make better healthcare decisions.

Schools that want to set up similar programs could face two hurdles, Pearce notes. First, it’s challenging to strike a balance between presenting research accurately and summarizing it clearly. While the center could have turned to professional writers for the entire translation process, most writers aren’t well-versed in academic language. Likewise, most doctoral students and professors are so inured to academic language, they often don’t know how to write for practitioners. “I spend a great deal of time working with our fellows to help them draw out the practical conclusions of the research,” she says.

The second, bigger challenge is to ensure that each translation draws from a body of systematic, quality research—not opinion pieces or anecdotes. Schools need to vet translations carefully and distinguish true research translations from faculty-written commentaries based on personal experience, Pearce says.

Pearce hopes to expand the program to include more fellows who can generate more translations over time. “It’s very common for academics to say, ‘Nobody uses our stuff,’” says Pearce. “We want to become a resource that the whole world can use.”

To read the center’s translations, visit merage.uci.edu/ResearchAndCenters/CLTD/Content/Research-Translations/203.

Talks on Tap

Victoria University of Wellington
New Zealand

Last year, Victoria Business School's associate dean for research invited faculty to suggest ways to engage the external community with the school's scholarship. The winning idea came from Dan Laufer, associate professor of marketing and head of the School of Marketing and International Business. Laufer conceived "Ideas on Tap," a series of informal monthly research presentations held at The Thistle Inn, a local pub near the university's campus. Held for the first time in September 2013, Ideas on Tap employs an informal structure that demonstrates to the community that academic research has practical applications for business.

The Thistle Inn was chosen as the venue for Ideas on Tap not only because of its proximity to the campus and government facilities, but also because of its historic significance. Originally built in 1855 and rebuilt in 1866 after a fire, the pub holds a special place in the community. "It is important that the image of the restaurant fit the reputation of the school," says Laufer.

To choose each topic, Ann Thompson, the Victoria Business School's manager of stakeholder relations, confers with the faculty presenter in advance. The school publicizes the events by placing spots in the local media and sending emails to individuals on community mailing lists. Such advertising doesn't just boost attendance—it also builds awareness about the school's research. The



Dan Laufer (left), head of the School of Marketing and International Business and associate professor of marketing at Victoria Business School, stands in front of The Thistle Inn with John Davies, professor of management and associate dean, international and executive education.

school asks for RSVPs so that presenters know attendees' employers and job titles in advance and can tailor examples to the audience.

Ideas on Tap topics link to current events and trends. In the inaugural presentation, Laufer explored ways consumers react to product crises, which tied into news of contaminated products made by New Zealand-based milk conglomerate Fonterra. In October, management

Ideas on Tap takes research out of the ivory tower and into the mainstream.

professor John Davies spoke on sports team management, a topic that appealed to fans and players of rugby, the country's most popular sport.

The school plans to hold three talks each semester. Each talk lasts just 20 minutes and is followed by a 30-minute Q&A session. That brevity forces faculty to quickly highlight examples and emphasize takeaways, says Laufer.

Each talk has attracted as many attendees as the venue can handle—around 30. The small audience is perfect to support informal discussion, says Laufer. Ideas on Tap also has engaged the community, just as the associate dean of research wanted. Government representatives who attended the first talk on crisis management already have asked the school to arrange crisis communications seminars to train public officials.

Attendance at a February talk on how information technology impacts productivity by Benoit Aubert, professor of information systems, grew so large that the group had to move to a bigger space upstairs. If the trend continues, the school might consider an alternative venue, but would like to keep the intimate atmosphere that The Thistle Inn has offered.

A pub may seem an unorthodox location to highlight business research, but by choosing such an informal venue, business schools can take research out of the ivory tower and into the mainstream, Laufer emphasizes. That kind of engagement, he adds, makes a significant positive impact on the business community—and on the business school's reputation.

Research Animations

HEC Paris
France

In October, HEC Paris launched HEC Ideas, an animated video series designed to make its faculty research concepts accessible to all. The first video, “How to Bake a Broccoli Quiche: A View on Organization,” is based on the book *La désorganisation du monde* (“the destruction of the world”) by Rodolphe Durand, strategy professor and director of the school’s Society and Organization Research Centre. The animated film connects Durand’s research on how organizations affect society to examples from everyday life. As Durand advises viewers in the video: “Reorganize yourselves! Reorganize the world!”

The videos are created in partnership with HEC Paris graduate Augustin de Belloy, who now works in the film industry as co-founder and CEO of a company called Left Productions. It was de Belloy who suggested the use of animation to bring research to life. “Academic research no longer seems to be just simply ‘academic,’” says de Belloy. “I believe it extends beyond initial academic circles and challenges our view of the world today. We have created the HEC Ideas series to share this point of view.”

The school created the series to show a much wider audience how its faculty’s research findings applied to real-world challenges, says Delphine Wharmby, HEC’s



“People tend to browse through information quickly. Short, snappy videos get their attention and trigger their interest.”

**—Delphine Wharmby
HEC Paris**

communications director. The video format encourages—and requires—professors to explain why research concepts are relevant to people’s everyday lives, in a fun format that educates and entertains.

“People tend to browse through information very quickly, jumping from one topic to another, so it is getting increasingly difficult to encourage them to read a five-page research paper,” says Wharmby. “Making short, snappy, fun videos is a way to get people’s attention and trigger their interest.”

HEC plans to release two more videos in 2014. One highlights

socially responsible investment based on research by Diane-Laure Arjaliès and Afshin Mehrpouya, assistant professors in the school’s accounting and management control department; the other, smart paths to incentivize employees based on research by Tomasz Obloj, assistant professor in the strategy and business policy department.

The school hopes the videos also will increase traffic to its website and social media accounts, including Knowledge@HEC, a soon-to-be-launched online platform for research and articles on business trends. As of the end of March, its first video had been viewed more than 2,500 times, which is a good showing given that the school has not marketed it heavily, says Wharmby. The school will continue to track the number of times the videos are viewed or shared after the next two videos are launched.

Student and faculty response on campus has been very positive, she adds. “We’ve already had professors come in to volunteer to make our next videos!”

“How to Bake a Broccoli Quiche: A View on Organization,” can be viewed at www.youtube.com/watch?v=6vCKKInKQSc.

Research That Trends

Rotterdam School of Management
Erasmus University
The Netherlands

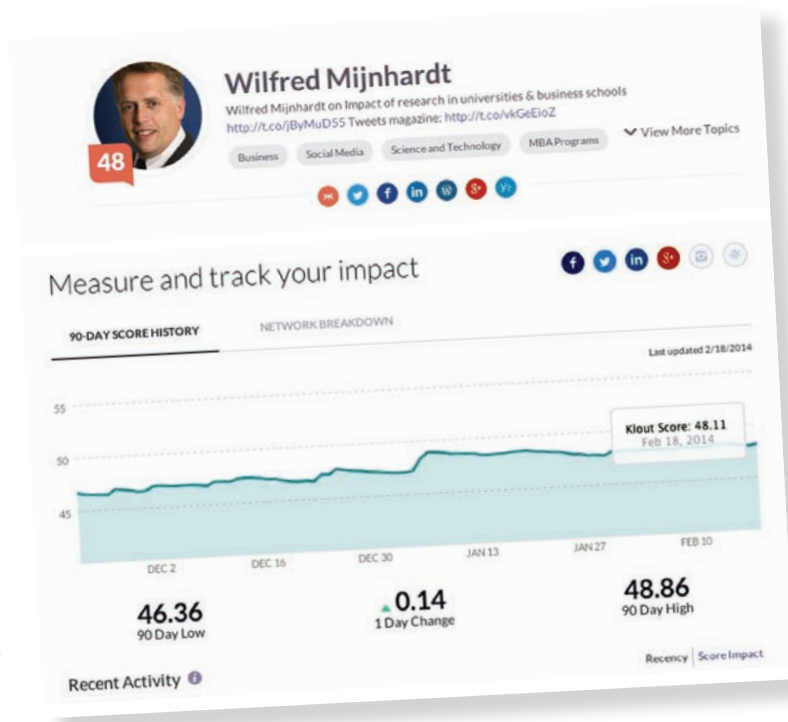
Business schools often bring their research to the public's attention through traditional colloquia and public lectures, but many have yet to tap the full potential of social media tools—they haven't yet figured out how to get their research to "trend" online.

In an effort to fulfill Rotterdam School of Management's emphasis on "impact-driven" activity, Wilfred Mijnhardt, the executive director of the Erasmus Research Institute of Management (ERIM), has made it his mission to embrace every corner of social media, from blogs to social networks. The comprehensive and integrated use of social media "is the natural next stage of maturing business schools," he says. "My social strategy is an example of how this can work to help make business faculty visible on a global scale."

Plus, social media and analytics tools offer one huge advantage over other communication and marketing methods: In most cases, they're free.

Mijnhardt takes advantage of a wide variety of social media tools to build an audience:

Blogging. He created his first blog in 2005 through the popular free online blogging platform **WordPress**. In September 2011, he created a blog devoted to faculty research topics on the content-sharing site **Scoop.it**. He recently



Mijnhardt regularly tracks his 90-day Klout score on Klout.com.

created a second blog on **Scoop.it**, to showcase the dissertations of RSM's doctoral students.

Tweeting. He connected his blog to Twitter, so announcements of new postings get tweeted automatically to his followers.

Digital publishing. Mijnhardt then created online magazines on **Twylah.com** and **Rebelmouse.com**, online tools that allow him to automatically republish his blog content in easy-to-read online magazine formats.

Tracking. Finally, Mijnhardt tracks the influence his online activity is generating through **Klout.com**. Klout generates a score for users between 1 and 100—the

higher a user's Klout score, the more influential the user's brand. "My current score is around 49, which isn't bad," Mijnhardt says. "It gets harder as the number grows higher."

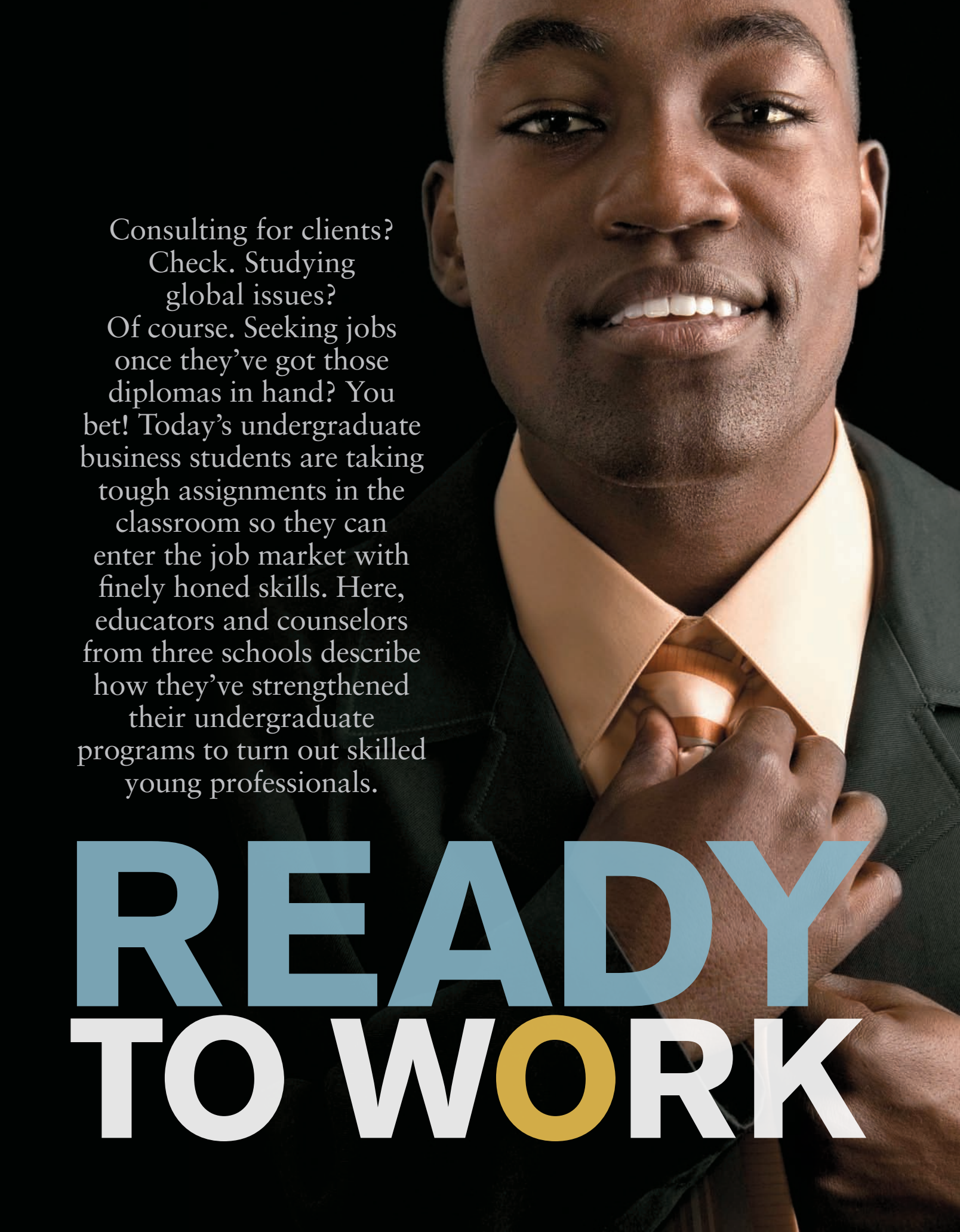
Most recently, he has started to track his Twitter "mention reach" on **Sumall.com** and the impact of his research activity on **Impactstory.org** and **Altmetrics.org**.

Mijnhardt points out that each individual on the recently released Thinkers50 list is very active on social media outlets such as Twitter, and all have Klout scores that are well above 50. "The same logic that helped them build their online identities also works for the ordinary professor."

Most business schools adopt careful and selective publication strategies. Mijhardt believes they should be no less vigilant about their social media strategies. "Social media gives faculty great leverage for their knowledge production, because it's fast, flexible, and metrics-driven," he adds. By using the wide variety of online tools, they can gain control over the distribution of their research and personalize the ways they engage with the public. **Z**

Visit Wilfred Mijnhardt's blogs or digital publications at the following websites, or read his Twitter feed @wmijnhardt:

- <http://rmimr.wordpress.com/>
- www.scoop.it/t/dualimpact
- www.scoop.it/t/bizdissnews
- www.twylah.com/wmijnhardt
- www.rebelmouse.com/universitybusiness/



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diplomas in hand? You
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tough assignments in the
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from three schools describe
how they've strengthened
their undergraduate
programs to turn out skilled
young professionals.

READY
TO WORK



Advancing Communication Skills

BY RON KING, ELIZABETH A. PETRE, AND JAMES T. PETRE

While it's common for MBA students to work as consultants on real-world projects, it's rarer to find undergraduate business students in such roles. At Olin Business School at Washington University in St. Louis, the Management Communication Client Project (MCCP) doesn't just give undergraduates a chance to consult with actual clients; it also trains them to hone their communication skills.

As part of the MCCP, representatives from local corporate and cultural institutions come to the school during the third week of the semester and deliver presentations to an auditorium full of undergraduate business students. They describe communication issues they're currently experiencing, whether they're trying to improve a brand or branch into social media. While all students hear all presentations, each client is assigned to work with one 20-student subsection for the rest of the semester.

Over the next 12 weeks, the students analyze the communication challenges experienced by their particular client. Each subsection is broken into four teams of five students, and each team tries to create the best solution. Students learn a variety of skills, but two are particularly valuable: how to communicate professionally and how to work collaboratively.

Developing Professionalism

After students formally meet their clients, the teams narrow the scope of the issues they're addressing and determine which factors are most important. They also reflect on interpersonal and professional interactions as they learn to translate classroom lessons into real-world situations.

During the semester, students learn how to hold group meetings with clients, listen closely, and avoid monopolizing conversations—in short, how to communicate professionally.

Midway through the semester, the client for each subsection of students visits his or her assigned class and answers questions about pressing issues. A few weeks later, the class visits the client's firm to meet key executives and get a peek behind the scenes. During these visits, the students notice elements of the organization's culture and gain a feel for how the communication issue they're studying connects to the broader goals of the organization.

As the semester progresses, students consider the differences between communication channels such as emails and phone calls, and they learn how to contact their clients when something unexpected comes up. They discover that busy professionals don't always respond to queries immediately, so they must pay attention to their clients' schedules as well as current local business news. Finally, they see how their clients handle themselves in various situations. Throughout the course, students reflect on appropriate, effective, and ethical communication practices.

Working in Teams

Toward the end of the semester, student teams present their final analyses to the other students in their subsection. Collaborative teamwork becomes especially important now: While each team presents to the class, only one team from each class delivers a formal presentation to the client at the Showcase Finale Event, and that team must represent the class as a whole.



Washington University students gather at the Missouri History Museum.

Designing Winning Projects

Other schools that want to incorporate course client projects into their undergraduate courses should keep two things in mind. First, it's helpful to connect with other centers at the university. For instance, many MCCP students go on to participate

in Olin's Center for Experiential Learning, which also works with corporate and nonprofit clients and forges stronger ties between the university and the community.

Second, a great deal of uncertainty always surrounds these kinds of projects. They require patience, flexibility, and understanding, but they also can offer faculty a welcome departure from their typical teaching schedules.

Course client projects are excellent learning vehicles because they can be tailored to fit any subject. Through these projects, students hone their strengths and acquire new skills, educators and universities deepen their relationships with the community, and corporations and nonprofits gain fresh perspectives on their operations. At Olin we've found that these projects provide us with an exciting opportunity to advance our students' professional communication skills—in just 12 weeks.

.....
 Ron King is the director of the Center for Experiential Learning at Washington University in St. Louis, Missouri, and Elizabeth A. Petre is a post-doctoral lecturer in communication at the school. James T. Petre is an assistant professor of speech communication at McKendree University in Lebanon, Illinois.

We frame the situation as a real-world scenario. Once graduates are on the job, they might work diligently on a project for some time, only to learn that a co-worker's idea has been chosen over theirs. To further the company's goals, they still need to support their colleague's work. How will they interact with their fellow employees once the decision is made? How will they behave if *their* idea is selected?

It helps to have the class re-watch the presentation of the selected team and then provide face-to-face constructive criticism. Students who aren't on the selected team perform other necessary tasks such as conducting additional research or designing a class logo for the final presentation. This exercise fosters collaboration and holds everyone accountable for the success of the selected team.

In the last week of the semester, students and clients again gather in the auditorium as the selected teams deliver their presentations. During the social hour after the presentations, each client provides feedback to the presenting team and often asks additional questions. Because this evening is the last time the students will interact with their clients as a class, clients pose for pictures with their student teams. The whole evening has a festive air.

Honor Roll

BY GLORIA PENN THOMAS AND PHYLLIS ZADRA

At Baruch College's Zicklin School of Business in New York City, we wanted to infuse the undergraduate program with elements that are often found in MBA programs: experiential learning, critical thinking, multiple perspectives, cross-disciplinary courses, and courses that develop oral and written communication. But because sweeping curricular change can be difficult to implement, we began by developing a small-scale operation within the business school: the Zicklin Undergraduate Honors Program (ZUHP).

ZUHP launched in 2011 as a series of multidisciplinary seminars that we call the Advanced Business Analysis minor. Students take the 12-credit sequence in addition to their traditional majors so the course enhances, but does not replace, other discipline-based courses.

We initially worried that requiring students to take an extra class each semester would discourage potential applicants. While these classes may fit as electives into the 124 credits needed for a BBA degree, some students—particularly transfer students—will have to earn more than 124 credits if they take these four additional courses. Even so, the program has attracted motivated students who view the classes as opportunities rather than requirements.

The Curriculum

The ZUHP classes are run as seminars with enrollment caps

of between 12 and 25 students. Although this small class size is one of the most expensive parts of the program, it is also key to achieving our educational goals.

Students in the Advanced Business Analysis minor choose among a series of multidisciplinary electives. Because we want students to see problems from multiple perspectives, ZUHP classes are taught by teams of instructors and feature faculty from different departments. For example, a class that analyzed the tech industry was led by an information systems professor, but related cases were taught by visiting faculty from accounting, economics, law, and marketing. Students could observe how faculty from different disciplines reacted to each other's perspectives—not unlike a real-world situation in which lawyers, accountants, marketing managers, and tech personnel interact.

Students also must take a prerequisite Business Cases course, which involves a series of cases taught by faculty from each department, as well as outside executives. Before class each week, students must submit written analyses of assigned cases. In a recent semester, topics included actual ethical dilemmas that had confronted the participating executives. Students also analyzed the causes of the economic crisis in a class team-taught by a bank executive and an executive from Freddie Mac.

In addition, students complete weekly written assignments, receiving feedback and coaching to improve their writing skills. Stu-

dents who need additional help can visit the school's Writing Center.

Finally, students must decide between taking three capstone options: They may take one of two experiential capstone courses or write a thesis. One capstone is a business consulting course in which undergrads team with MBA students to address real-life projects for paying clients. The course is team-taught by a faculty member and a retired partner from a major consulting firm. In the other capstone course, which is still in the planning stages, students will work in teams to develop business plans for new ventures. We plan to invite working executives in to judge the results alongside faculty.

We complement our academics with co-curricular programming. Successful alumni and New York City executives come to school to meet with small groups of students in informal settings or host off-campus lunches for students in their own boardrooms. Many executives seem to enjoy this format more than making formal speeches to large audiences, and students gain confidence as they interact with executives outside the classroom setting. In addition, we provide a business mentor for each student in conjunction with the Zicklin School's Executives on Campus program.

The Program So Far

To be admitted to the program, students must have a minimum GPA of 3.6, submit two essays on specific topics, and participate in group interviews. We plan to admit a cohort of 20 to 25 students from the Zicklin School each semester. While we offer no financial support for the program, we do provide stimulating classes, personal attention, and the chance to be part of a small, high-achieving group. In fact, members of the first cohort bonded quickly with each other, socialized after classes, formed their own Facebook page, and engaged in volunteer work as a group.

Although we have yet to graduate a class of ZUHP students, we feel we are on the right track. Applications for the current admissions cycle are up. Our first cohort obtained prestigious summer internships at a higher rate than our general population—one even became the first business student to win NASA's John Mather Nobel Scholar Award. We're convinced that the ZUHP is just the beginning for these students—and that Zicklin is just at the beginning of ZUHP.

.....
Gloria Penn Thomas is professor of marketing in the Zicklin School of Business at Baruch College in New York City. She also is the inaugural director of the Zicklin Undergraduate Honors Program. Phyllis Zadra is the associate dean of the Zicklin undergraduate program.



Seminars for Leaders

BY NOREAN SHARPE, RICARDO ERNST, AND CHARLES SKUBA

At Georgetown University's McDonough School of Business in Washington, D.C., we recently revitalized the undergraduate curriculum with three key goals: We wanted to foster a global perspective in our students, give them greater exposure to ethics and social enterprise, and provide more opportunities for them to develop critical thinking skills.

We have met these goals in large part through instituting a First-Year Seminar (FYS) program titled "International Business, Public Policy and Society." Launched in 2010, this seminar program has become so popular that it now consists of seven sections. Each class is an optional three-credit course in which senior faculty teach interdisciplinary topics. Classes are kept small—about 20 first-year students—to maximize discussion. Each seminar requires multiple writ-

ing assignments and includes a service component built around a case competition for a local nonprofit.

A Detailed Look

While the seminars cover different subjects, they all emphasize improving writing skills and understanding global issues, as these two examples show:

■ *Patterns of Global Commerce* examines the evolution of commerce between nations from geographical, historical, political, business, and ethical perspectives. It focuses on the dynamics of trade in scarce resources, food, minerals and fuels, armaments, legal and illegal drugs, human beings, intellectual property, and services.

We want to transform students' understanding of these issues and encourage them to ask more analytical questions. For instance, why and what do nations trade? How

does East meet West and North meet South in international trade and investment? What trade-offs exist between economic and social interests? Can nations be open to trade and still protect their domestic economies?

Through readings, discussions, and written assignments, students learn how critical issues in commerce have evolved over time. They examine issues through non-U.S. perspectives—an experience that is enhanced by the presence of international students. The seminar encourages students to discuss core issues in the form of thesis, antithesis, and synthesis while discussing opposing points of view.

■ In *Competing in a Flat World*, students explore how faster information technologies, expanding foreign markets, wage rate differentials, and improved transportation are breaking down barriers of time and space between countries.

Students analyze new ways to work with suppliers and strategic partners in the global supply chain, and they learn to align the incentives of different players to develop collaborative relationships. They choose a company they're familiar with—such as Nike or Amazon—to see how supply chain concepts apply to multinational corporations. Students take strong positions and must defend them in both oral and written formats. This seminar introduces the concepts of global logistics and also helps students think critically about topical issues facing multinational corporations.

Making Assessments

To see how well the FYS program was meeting its goals, we surveyed students before and after the first



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seminar in 2010. We found that FYS students were more likely than non-FYS students to agree that the coursework helped them understand the moral responsibility of management, improve their communication skills, and integrate the Jesuit ideal of "service to others" into their studies. In general, they found the small-class aspect of the program to be the most valuable.

We've also learned important lessons about running the program. From the beginning, we knew we had to offer support in key areas. For instance, during the case competition, juniors and seniors coach the student teams as they work on challenges presented by real non-profits. We also provide Writing Fellows, graduate students in the English depart-

ment, who mentor the students as they revise their written work.

But other parts of the program still need tweaking. For instance, we know we must increase consistency across all sections, enhance communication between students and faculty, and find ways to recognize the extra effort students devote to the case competition. In addition, we continue to revise our common assignments across sections that ask students to reflect on how FYS contributes to programmatic learning goals.

During the past two years, we've seen students embrace the classes as opportunities for learning and self-expression, and we've observed that the small seminar venue helps them build self-confidence in speaking and argu-

ing a case. We've also found that the readings and discussions have given all students new perspectives on topics they had previously experienced only through media coverage.

Given Georgetown's location in Washington, D.C., and our heritage as a Jesuit institution, we feel it is imperative that we consider the triple bottom line in our curriculum. Through our First Year Seminar program, our undergraduates learn the importance of making decisions within a global context and the importance of creating social value through business.

.....
Norean Sharpe is senior associate dean and director of the undergraduate program, Ricardo Ernst is professor of operations and global logistics, and Charles Skuba is professor of practice in international marketing at the McDonough School of Business at Georgetown University in Washington, D.C.

BONUS CONTENT

A fourth case study, featuring Bentley University's Hire Education program for undergraduates, is available online at www.bizedmagazine.com/features/ready-to-work.pdf.

METRICS FOR MENTORS

Training executive mentors to evaluate student work brings an added dimension to a business school's assessment and assurance of learning activities.

BY ERNIE CADOTTE

Multiple-choice tests, written assignments, and oral presentations are traditional methods business faculty use to determine whether students have met a course's learning objectives. But at the University of Tennessee, Knoxville, we wanted to complement those methods with a more hands-on approach.

For "Integrated Process Management," a course required of all our undergraduate business students in their junior year, we trained executive coaches not only to mentor students, but also to evaluate their performance, share feedback based on those evaluations, and assign grades. By participating in our assessment process, our coaches are in a better position to help students improve their performance and strengthen their business models.

Simulation Structure

Informally called "Marketplace," after the computer simulation that students use throughout the course, Integrated Process Management is delivered in sections of about 20 students each. In each section, students form teams of five to launch and build simulated computer companies, all while competing with other teams. In the simulation, they name their companies, formulate strategies, design logos, write mission statements, build and distribute computers, hire sales forces, determine employee compensation models, and choose when to expand or contract their reach. Their company must design computers with features that target any of five consumer segments—cost cutters, workhorses, travelers, innovators, and high performance users—in any of 20 geographical markets.



CEO

Entrepreneur

Employee

MBA

BBA

Ten executive coaches, mostly working practitioners or retired executives, mentor and evaluate the teams. They each handle two sections of the course and work with students approximately eight to 12 hours per week. We pay them US\$1,800 per section.

The simulation takes place over eight financial quarters, with each quarter lasting approximately one week. After four quarters of play, teams pause for a couple of weeks to reflect on their business performance, tactics, and strategy, as well as prepare detailed business plans for future growth. At the end of this time, they participate in a venture capital fair where they present and defend their business plans to outside investors. And at the end of the course, teams must face these same investors to account for their performance by presenting stockholder reports.

At the end of every quarter, each team gives a 25-minute executive briefing to its coach, who assesses the students' business acumen. The coach's role is to challenge students' analyses, plans, tactics, and projections. When students are having trouble with difficult concepts during the briefings, our coaches give "chalk talks"—brief lectures tailored to the problem the students are facing. Coaches lay out the components of the problem on a whiteboard—whether it's creating a marketing plan or determining an investment strategy—and help students work through it.

When we created Marketplace nine years ago, our coaches made no formal assessments; they gave students only overall grades for the quality of their team briefings at the end of the course. However, as

we refined our assessment process, we discovered new skills we wanted to help students improve. That's why we decided to train our executive coaches to evaluate students with three different rubrics, one used for the executive briefings, one for the business plans, and one for the stockholder reports. As the coaches complete the rubrics, they evaluate the thought process, skill sets, and critical thinking that went into students' decisions. The rubrics are shared with the students in advance to set expectations and provide guidance.

Before taking responsibility for mentoring student teams, our executive coaches attend a two-day workshop where they are introduced to the rubric framework. (See the rubric at www.bized.com/features/assessment-rubric/.) They also work through the simulation themselves and practice the "chalk talk" format. For the first semester of their service, they work side-by-side with a veteran coach to learn how to evaluate students effectively. Finally, they attend "norming" meetings, where coaches and faculty come together to ensure everyone is applying the rubrics consistently.

Assessment, Before & After

In the first years of the course, we based our objective assessment of students' management skills on market share and profits. No matter how hard we pushed the students to use data to support their decisions and link their decisions across functions, we did not see the results we wanted. As a result, their executive

briefings, business plans, and stockholder reports suffered. Our students could identify areas of necessary investment, but they struggled to apply principles of marginal cost and marginal revenue, decide which investments promised the best return, or determine where to focus resources when capital was low. They could identify problems but didn't always know what solutions to apply.

We often were dismayed that students could conduct a SWOT (strengths, weaknesses, opportunities, and threats) analysis, but then would ignore it when they adjusted their strategic decisions. They also were challenged when asked to view their firms in an integrated way. They would give each other "high fives" when they increased market share but frown when we asked them about employee morale or the profitability of a segment. In chess, the best players think several steps ahead of the game, but too many of our students could not coordinate moves or anticipate how the board could or should look two or three financial quarters in the future.

Now, each quarter, the executive coaches score each student with a rubric that measures depth of understanding, breadth of understanding, and management by the

An executive coach conducts an executive briefing with a student team in "Marketplace," a startup course at the University of Tennessee, Knoxville.



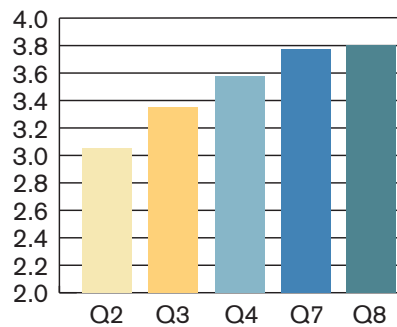
numbers. We have learned that the very act of measurement changes what we measure. As a result, we have seen our students improve progressively throughout the semester. (See the charts at right.)

Faculty and coaches began to apply even more comprehensive rubrics to the students' business plans and stockholder reports, using 13 metrics for each. Almost immediately, our students' business plans got better, which in turn improved their stockholder reports. Eighty percent of our students met our learning objectives in areas such as business knowledge and teamwork, as well as application, critical thinking, and interpersonal skills. However, many still lag in quantitative skills, cross-functional knowledge, and complex decision making.

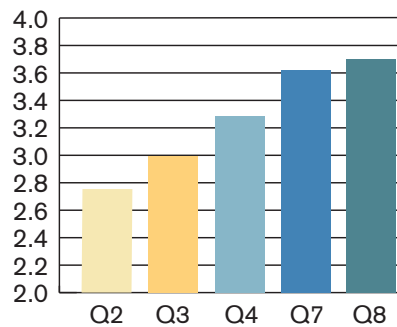
To address this discrepancy, we recently added 15-minute computer-based micro-simulations to the curriculum to present important but difficult concepts to students. Today, students practice how to improve the value of their businesses via these simulations. They must properly choose the features of given products—like bicycles or computers—to provide the benefits that will most appeal to their consumer base. They complete assignments in which they experiment with ways to reduce inventory and allocate resources. We also are working on creating similar micro-simulations to guide their strategic planning and help them develop an integrated view of the firm.

Finally, we have devised a balanced scorecard to keep the students focused on many more measures than market share and profits, which span all functions of their businesses.

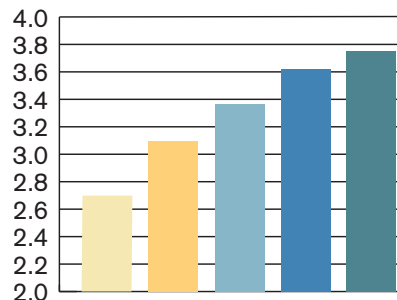
Depth of Understanding



Breadth of Understanding



Management by the Numbers



In 2012–2013, the scores that Marketplace students received on evaluations by their executive coaches rose steadily over the eight simulated financial quarters for their businesses, showing that their understanding and application of management tools grew stronger as the course progressed.

Data-Driven Improvement

We have collected a treasure trove of data that has helped us make significant improvements in our curriculum, boosting student learning and confidence along the way. Our business coaches have played

a critical role in our assessment process. They have a ringside seat on everything the students know, do, and think, and their observations provide a wonderful window into the workings of the students' minds over an extended period of time.

In fact, the use of executive coaching has proven so successful for us that we have started conducting seminars on this approach with approximately 40 faculty each year from countries such as France, Poland, Slovakia, Brazil, Colombia, Egypt, South Africa, Japan, China, Korea, and India. We find that once faculty are well-versed in the pedagogy, they are more comfortable integrating executive coaches into their own courses.

At UT Knoxville, we've seen how executive coaching can transform a classroom. Marketplace has become a game-changer for the students. In the beginning, they are like deer in the headlights. Everything is new, and the idea of being accountable for their decisions is frightening. By the end, they exude confidence, because they've run simulated businesses and dealt with unrelenting challenges from every direction.

At the beginning and end of the course, we survey them on their confidence in making business decisions. On the last day, most students believe they have what it takes to run a successful business.

With our enhanced approach to assessment, we have the data to prove they really do. [Z](#)

Ernie Cadotte is a professor of marketing and the Fisher Professor of Innovative Learning at the University of Tennessee in Knoxville.

research

Anthropomorphizing the Future

EVEN THOUGH TECHNOLOGY has become integral to people's lives, many still distrust the idea of technology having *control* over their lives—like, for instance, driving a car. One group of researchers wondered: Would people trust a self-driving car more if it acted more human?

Exploring this question were authors Adam Waytz, assistant professor of management and organizations at Northwestern University's Kellogg School of Management in Evanston, Illinois; Joy Heafner, a psychology doctoral student at the University of Connecticut in Storrs; and Nicholas Epley, John T. Keller Professor of Behavioral Science at the University of Chicago Booth School of Business in Illinois.

In one experiment, the researchers placed participants in a driving simulator. One group drove the simulated car themselves, another group rode in a simulated vehicle that controlled its own operation, and a third rode in a simulated vehicle that also controlled its operation but had a name, gender, and human voice. The third group trusted their vehicles more, even when it was involved in a minor accident for which it was



“We now know a lot about what people think about robots and humans—and what capacities people consider to be uniquely human.”

—Adam Waytz, Northwestern University

not at fault. The researchers also measured the stress response of the participants in all three groups—using heart monitors and video footage—and found that the third group experienced less stress during the accident than the second group.

“Anthropomorphic features attenuated blame because people gave the car the benefit of the doubt, as if it were a person,” Waytz says in *KelloggInsight*.

Waytz conducted another experiment with Michael Norton, assistant professor of business administration at Harvard Business School in Boston, Massachusetts, involving the automatization of assembly-line jobs. They found that people are less upset when their jobs are “botsourced”—or taken over by robots—if they

perceive the robots as having human characteristics. They also were less bothered if the jobs in question rely more on rational than on emotional skills.

Waytz and his co-authors don't weigh in on

whether society's increasing use of automation is a positive trend—they only note that it's likely to be inevitable. In that case, Waytz says, “we now know a lot about what people think about robots and humans—and what capacities people consider to be uniquely human.”

Waytz, Heafner, and Epley's paper “The mind in the machine: Anthropomorphism increases trust in an autonomous vehicle” appears in the May 2014 issue of the *Journal of Experimental Social Psychology*. Read more about their research findings at insight.kellogg.northwestern.edu. Waytz and Norton's paper “Botsourcing and outsourcing: Robot, British, Chinese, and German workers are for thinking—not feeling—jobs” is forthcoming.

Setbacks Hit All-Stars the Hardest

INDIVIDUALS WITH HIGH-STATUS careers may seem to have the resources and connections they need to recover if those careers turn south. But research finds that their performance suffers even more than that of lower-status workers after experiencing significant setbacks.

High-status individuals rely on their positions to bolster their self-worth. When that disappears, they can lose confidence, say assistant professors of organizational behavior Jennifer Carson Marr of Georgia Institute of Technology's Ernest Scheller Jr. College of Business in Atlanta and Stefan Thau of INSEAD in Fontainebleau, France.

Marr and Thau conducted an examination of salary arbitration in Major League Baseball. They found that, in the MLB, when baseball players did not receive their proposed salaries during arbitration, those with the highest status experienced the greatest decline in performance the following year. Low-status players saw little change in their quality of play.

The pair also conducted two experiments in which they randomly assigned high or low status to participating students. They then set up conditions in which high-status participants lost that status arbitrarily. The researchers found that those who had held and then lost high status performed worse on a word exercise than other participants. The only exception was a group of high-status participants who completed a self-affirming exercise at the beginning of the experiment, which helped offset the perceived threat to their self-worth.

Lead author Marr suggests that those who experience significant setbacks in their careers take steps to bolster their self-worth—they should take time off, if

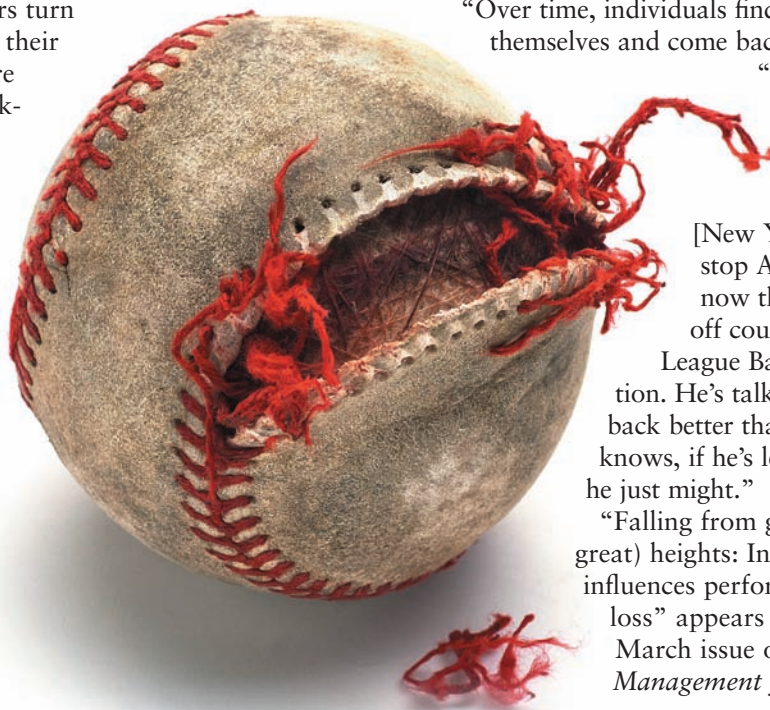
possible, or even change jobs if they feel unfulfilled or disrespected in their current roles.

“Over time, individuals find ways to affirm themselves and come back,” she says.

“Steve Jobs is a prime example of that. Maybe we’ll see the same thing with

[New York Yankees shortstop Alex Rodriguez] now that he has a year off courtesy of a Major League Baseball arbitration. He’s talking about coming back better than ever—and, who knows, if he’s learned his lesson, he just might.”

“Falling from great (and not so great) heights: Initial status position influences performance after status loss” appears in the February/March issue of the *Academy of Management Journal*.



Flex-Time in Decline?

Although more companies are instituting flexible working arrangements for employees, fewer employees view “flex time” positively. In 2013, 64 percent of companies surveyed established flexible working plans, up from 53 percent in 2012, citing cost-cutting as their primary motivation. But only 39 percent of workers reacted positively to these initiatives, down from 50 percent in 2012. Their reasons: fear of losing their full-time jobs and missing face time with colleagues, resistance from management, and conflicts with the organizational culture.

—From “New Worlds of Work,” an annual study from the Rotterdam School of Management at Erasmus University in the Netherlands

Romance Can Wreck Retail

ROMANTIC IMAGERY IN advertising can actually hurt sales, according to Lisa Cavanaugh, assistant professor at the USC Marshall School of Business in Los Angeles. Although images of couples holding hands or sharing kisses might resonate with those in relationships, they can turn off those who are single.



Lisa Cavanaugh

Cavanaugh conducted seven experiments, including one the week before Valentine's Day. Participants viewed electronic greeting cards—some viewed cards depicting romantic relationships, while others viewed cards depicting platonic ones.



Next, they were asked to shop among economy, mid-range, or high-end brands of beauty products. Finally, they indicated their current relationship status.

Single individuals who viewed romantic cards chose fewer high-end products than those in relationships, while those who viewed platonic cards purchased just as many high-end products as their coupled counterparts.

By reminding single consumers of what they don't have, "marketers inadvertently make consumers feel undeserving—less worthy of treating and rewarding themselves," says Cavanaugh. "Marketers may need to rethink the prevalent practice of using images of idealized relationships to sell everything from cookies to cameras."

"Because I (don't) deserve it: how relationship reminders and deservingness influence consumer indulgence" is forthcoming in the *Journal of Marketing Research*.

BBRR/THINKSTOCK (BAG); M-IMAGE/PHOTOGRAPHY/THINKSTOCK (MEDIATE)

Meditation and the Sunk-Cost Bias

TOO OFTEN, PEOPLE stay at bad jobs or in bad relationships too long, eat too much, or hold on to losing stocks because of the time or money they've already sunk into a situation—what researchers call the "sunk-cost bias." But three researchers have found that those who practice mindfulness meditation—the act of clearing one's mind and focusing on the present moment—can overcome this bias more easily.

The authors include Andrew Hafenbrack, a doctoral candidate in organizational behavior at INSEAD in Fontainebleau, France; Zoe Kinias, assistant professor of organizational behavior at INSEAD; and Sigal Barsade, professor of management at the Wharton School at the University of Pennsylvania in Philadelphia.

The group conducted experiments in which one group of participants listened to a 15-minute focused-breathing meditation. Another group heard a recording that simply asked them to think of whatever came to mind. Then both groups described their emotional response to a sunk-cost scenario. Those in the meditation group expressed less negative emotion than those in the control.

"Meditation reduced how much people focused on the past and the future, [which] led to less negative emotion," says Kinias. "The reduced negative emotion then facilitated their ability to let go of sunk costs."

"Debiasing the mind through meditation: mindfulness and the sunk-cost bias" appears in the February 2014 issue of *Psychological Science*.



Newton's List Links Funders And Fundees

LAST YEAR, CRDF GLOBAL, a nonprofit that supports international research collaboration, and the U.S. National Science Foundation (NSF) launched Newton's List, an online clearinghouse of active funding opportunities for researchers, students, and educators.

Newton's List is designed to help funders attract a broader, more diverse range of quality proposals from a broader international community of researchers—of particular value to smaller, lesser-known organizations. It also provides grant seekers with a free, user-based platform to find opportunities in the natural sciences, engineering, education, the social sciences, and STEM disciplines (science, technology, engineering, and mathematics).

All opportunities posted to Newton's List must involve research and promote international collaboration. However, the site is not limited to research grants alone—organizations also can list travel grants, fellowships, scholarships, and workshop grants.

Recent funding opportunities have included grants from the Food & Business Applied Research Fund to support applied research that addresses food security issues, the French



National Research Agency to fund projects involving at least one French team and one German team, and the NSF to help researchers at eligible U.S. institutions pay for the travel required to establish international collaborations. Other grants involve global issues such as climate change, water conservation, and sustainable food production.

Newton's List is designed to promote a robust international network of research collaboration that “generates new knowledge and fosters mutually beneficial relationships across borders,” says Cathy Campbell, CRDF global president. “There is also great value for young and early-career researchers in areas with limited resources, and for universities seeking to expand their international research capacities.”

Eventually CRDF Global and NSF hope to incorporate other features to the site, such as message boards, news feeds, and features on individual funding agencies. To view or post opportunities on Newton's List or to provide feedback on the site by completing a user survey, visit www.newtonlist.org.

RESEARCH RECOGNITIONS

The Case Centre has announced the winners of its annual case writing competition. **Kamran Kashani** and **Aimée DuBrule** of IMD in Lausanne, Switzerland, won the Overall Award for their case “Value Selling at SKF Service (A): Tough Buyer Confronts Strategy.” **Nirmalya Kumar** of London Business School in the United Kingdom received the award for Outstanding Contribution to the Case Method. **Nicole Haggerty** of Ivey Business School at the University of Western Ontario in Canada won the award for Innovation in Case Teaching for her project in which Ivey students taught cases to their peers at African business schools. For a full list of the Case Centre's 2014 award winners, visit www.thecasecentre.org/educators/aboutus/news/releases/2014/mar3#awards.

The International Association for Quantitative Finance (IAQF, formerly the IAFE) and software and technology services company SunGard have named **Douglas T. Breeden**, William W. Priest professor of finance and former dean of Duke University's Fuqua School of Business, as the 2013 IAQF/SunGard Financial Engineer of the Year. Breeden was honored for his contributions to the field, including research on option prices, the consumption capital asset pricing model, and mortgage securities and hedging.

UPCOMING & ONGOING

■ GREATER GIVING

The United Kingdom's Plymouth Business School has opened a Centre for Sustainable Philanthropy to develop research and best practices that support charitable organizations' fundraising efforts. The center will be directed by professor of fundraising Adrian Sargeant.



ity, urbanization, sustainability, and economic growth in Asia. Research will be shared through a series of reports, events, seminars, and roundtables. To read the project's first report, "Understanding the Creative Economy in India's Cities," visit martinprosperity.org and click on "Reports" under "Research & Publications" on the menu.

■ ASIA HUB

The Martin Prosperity Institute at the University of Toronto's Rotman School of Management in Canada has established the Manulife Asia Desk in partnership with the Canada-based firm Manulife Financial. A multiyear project led by Kevin Stolarick, the Manulife Asia Desk will be a hub for research on prosper-


■ IMPACT GRANT

The California Institute for Social Business (CISB) at the Martin V. Smith School of Business & Economics at California State University, Channel Islands, has received a US\$300,000 grant from the Conrad N. Hilton Foundation. The grant will further the CISB's efforts to make an impact with its educational programs and academic



research focused on social enterprise creation. The CISB was formed in 2010 in collaboration with Muhammad Yunus, Nobel Peace Prize recipient and founder of Grameen Bank, with financial support from the Hilton Foundation.

■ ELDER CARE

Debra Scammon, director of the Master of Healthcare Administration (MHA) program at the University of Utah's David Eccles School of Business in Salt Lake City, and Christie North, a graduate of the school's Executive MBA program and member of the MHA program's community advisory board, have received funding from the Patient-Centered Outcomes Research Institute for a project that aims to improve care for the elderly. The project will involve creating an advisory committee and holding meetings with patients and caregivers to identify improvements that are needed in the administration of long-term care. 

CFP Board Announces Initiatives

The Certified Financial Planner Board of Standards Inc. has announced three initiatives to support research, education, and enhanced quality of service in the financial planning industry. First, the CFP Board will create a Center for Financial Planning to serve as a research hub. Second, the CFP Board and John Wiley & Sons will collaborate to launch a peer-reviewed academic journal on financial planning.

Finally, the organization has worked with Louisiana State University Ourso College of Business in Baton Rouge to create a doctoral program in finance with a specialization in financial planning. This program will be the first CFP Board-registered doctoral program at an AACSB-accredited college of business.

These efforts, says board of directors chair V. Raymond Ferrara, "reflect the adoption of financial planning as a recognized discipline within academia as well as a growing profession within the financial industry."

technology

Mobile Degree Options Hit The Market

AS THE COSTS of traditional higher education options continue to rise, new competitors are entering the higher education market with alternatives that promise students quicker, less expensive paths to a business degree. Increasingly, these programs are delivered asynchronously via mobile devices and incorporate adaptive learning technology to customize the learning experience to suit students' individual needs.

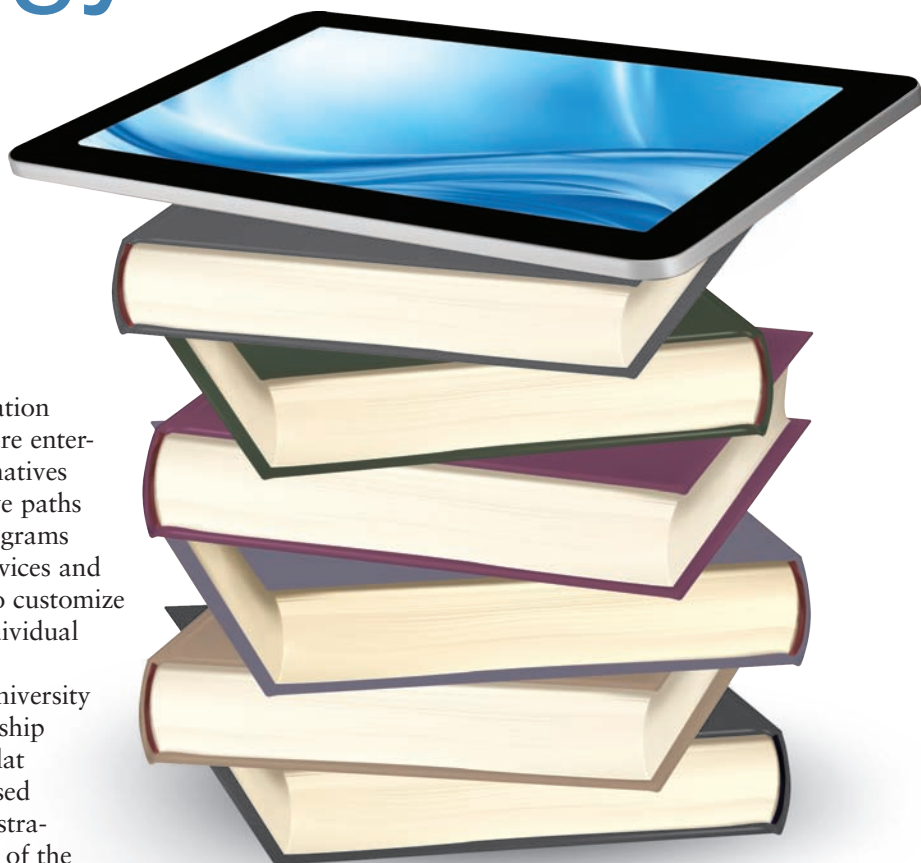
■ In January, for example, Brandman University of Irvine, California, announced its partnership with digital educational content provider Flat World Education to offer a competency-based online bachelor's degree in business administration. Targeting adult learners and members of the military, Brandman University operates under the Chapman University system in Orange, California.

Offered through Brandman's School of Business and Professional Studies, the BBA allows students "to benefit from what they have already mastered," explains Gary Brahm, Brandman's chancellor. In many cases, students can prove competency based on past experience rather than course performance. "Students will take an assessment, and then adaptive software will modify the content so that students will be taught only what they don't know," says Brahm. He adds that this model allows students to earn their undergraduate business degrees in 30 months, on average.

Flat World Knowledge will provide digital content and e-books to students through its "mobile-first" learning platform. Because content can be delivered to students entirely via mobile devices, the program costs 65 percent less than many traditional models.

Flat World has set its sights on expanding in the mobile education market. "This partnership with Brandman University marks a key step in Flat World's broader vision of personalized learning at scale," says Christopher Etesse, the company's CEO.

Brandman's online BBA is accredited by the Western Association of Schools and Colleges. The program is not associated with AACSB-accredited



programs offered through Chapman University's Argyros School of Business and Economics. For information, visit www.brandman.edu/program/bba-business-administration.

■ In February, the Institute of Logistical Management (ILM) announced that it would offer what it calls "the most accessible, lowest cost MBA in North America." ILM, which offers a range of distance learning certification and degree programs related to logistics and supply chain management, estimates that its online MBA program will cost only US\$3,000. The school adds to that cost savings by providing students access to free digital textbooks. Exams will be proctored via webcam.

David Lady, provost of ILM, notes that the ILM MBA will open up possibilities for people who cannot afford a traditional business education, especially those in emerging markets. "Our hope is to build an international body of students who can start to establish a network of both information sharing and relationships," he says. The more people are able to access low-cost business education, "the better equipped they will be to improve their own quality of life, as well as that of their fellow citizens."

To learn more, visit www.ilm.edu/mba.

'Mobile-First' Pilots Begin

EMPOWEREDU, A MOBILE-BASED learning management system, has begun 11 pilot programs at universities and colleges throughout the U.S. These schools include Jacksonville University's Davis College of Business in Florida, as well as Clemson University, Texas Southern University, Southern Arkansas University, the University of San Francisco, and the University of California campuses in Irvine and San Diego, among others.

Students who enroll in so-called "mobile first" courses in the pilot will access the EmpoweredU platform via smartphones or tablets to stream web-based video content, view online lectures, access news, write essays, develop portfolios, and interact with peers on

discussion forums. Students also can complete coursework offline when wi-fi access is not available. Faculty can use the platform to create course sites, administer tests, and grade assignments.

The platform integrates iPad features such as push notifications and FaceTime and supports competency-based learning. (See "Mobile Degree Options Hit the Market" on previous page.)

EmpoweredU already has conducted a similar pilot at the Haas School of Business at the University of California, Berkeley. The Haas School has transitioned from pilot to full deployment of the mobile platform for its executive MBA program.

Visit www.empoweredu.com for more information.



WAVEBREAKMEDIA LTD/THINKSTOCK

Report to Study Online Ed's Global Impact

SEVERAL HIGHER EDUCATION and governmental organizations are collaborating to complete the Global Online Higher Education Report (GlobalOHER) to determine the global impact of online learning.

Although online learning is changing higher education, current global data is primarily anecdotal, say leaders of the effort. The report will provide data on global enrollments and number of programs; information regarding the role of MOOCs, adoption of open education resources, and institutional strategies; perspectives on the challenges in delivering quality online programs; and recommendations of policy issues that still need to be addressed.

GlobalOHER partners include the Sloan Consortium, the International Council for Open and Distance Education, UNESCO, the Babson Survey Research Group, the International Association of Universities, the European Commission's Directorate General for Education and Culture, and StudyPortals. More regional associations are expected to participate.

The report will follow the methodology that the Babson Survey Research Group has used to study the U.S. online higher education market for the past ten years. The initial global survey of institutions will be conducted in 2014. The GlobalOHER will be issued semi-annually thereafter.

To read more about the report, visit sloanconsortium.org/sponsorship-scheme-global-online-higher-education-report.

Media in Digital Transition

by J.P. Shim

THIS SPRING, I invited representatives from the newspaper and television industries to speak to MBA students in my course on information technology management at Georgia State University's Robinson College of Business in Atlanta. I wanted to expose students to the transition that media industries are undergoing due to trends in digital media.

According to Kevin Riley, editor of *The Atlanta Journal-Constitution* (AJC), digital media and online advertising have provided the market with more options for messaging and product placement. As a result, advertisement revenue for the AJC was down 50 percent in 2012, compared to its peak in 2004. He points to three primary trends affecting newspapers today:

Job and career-building websites. "Help wanted" classified ads once were one of the biggest sources of advertising revenue for the AJC. Now, job seekers and employers are increasingly connecting through sites such as LinkedIn and Monster.com.

Shifting revenue models. Historically, 80 percent of a newspaper's revenue came from advertising and 20 percent from subscriptions. Today, that breakdown is closer to 70/30. To survive, newspapers may

have to adopt a model in which only 20 percent of revenues come from advertising and 80 percent from subscriptions.

Demand for content. As more online news outlets emerge, newspapers no longer have a monopoly over mass media. According to Riley, the AJC's main competitor is "the world," which includes not just other newspapers, but sites such as Google and Yahoo.

To address these trends, the AJC is making "a digital transition," Riley says. The newspaper is using social media liberally to reach younger audiences. It also offers both free access to online content and paid digital subscriptions. Paid subscribers see content with



VIOLETKAIP/THINKSTOCK

TOOLS OF THE TRADE iTEP Measures 'Business English' Proficiency

Business programs are delivered in a range of languages, but English remains the de facto language of business. As business schools with English-language programs admit more non-native speakers, they must assess applicants' speaking, reading, and writing skills.

The International Test of

English Proficiency (iTEP) offers two web-based exams tailored to businesses and business schools: the iTEP Business-Core and iTEP Business-Plus. Tests can be administered on a business school's campus.

Business-Core is a 60-minute multiple choice exam that assesses read-

ing, listening, and grammar proficiency. Questions are drawn in real time from a large question pool to make each test different and prevent cheating. Business-Plus is a 90-minute exam that also asks test takers to submit speaking samples and complete essay responses to business-based questions.

Responses are scored by trained native English speakers on a scale of 0 to 6.

Once test takers release their results to specific institutions, administrators can log in to iTEP's system to read detailed scoring reports, as well as access speaking and writing samples if test takers completed

fewer ads and in more reader-friendly formats. In addition, the AJC is introducing a feature in which users pay extra to access special content on topics that interest them most. At the same time, it pays close attention to the preferences of its print subscribers to generate content to keep newspaper loyalists happy.

One of the AJC's most popular new offerings has been its app that delivers its content as an interactive PDF. "People really like this because it makes sense to them," Riley says. Because of the success of its app, the AJC has invested in technology to deliver content with more interactive features. Riley points to the *New Yorker*, whose app is "incredible," he says. "You can click on a button and hear a poet read a poem." Such close attention to the reader's personal experience via digital media will be key to a publication's survival, he says.

Attention to the user experience is also critical for television news channels, says Quiana Wright, digital product manager for Atlanta-based CNN. She notes, for example, that CNN has much to learn about personalizing the user experience from a company such as online video content provider Netflix.

What CNN is doing with online video on demand "is not even near what Netflix is doing. We're not even a part of that conversation," says Wright, who adds that the way Netflix provides personalized viewing recommendations to its customers "is beautiful." Users no longer want to have to choose from 100 channels

in their satellite or cable packages to find content; they want to target the specific content they're interested in quickly and easily. "The trajectory [of the industry] is changing," she says.

CNN's other challenge is to encourage user interaction with its content via smartphones and mobile web-based applications. To better understand its viewers, CNN plans to study patterns in the way they use digital media. Wright points out that many people turn to mobile web apps in the morning, desktops during work hours, television in the evening, and mobile web again before bed.

Riley's and Wright's observations make clear that business schools must integrate into their courses the four pillars of information technology—social media, Big Data, cloud computing, and mobile computing—so that students can understand these tools and apply them effectively to real-world business. Companies are learning the new rules of social media engagement, personalized online content, and data analytics, and our students must do the same if they are to grasp the future direction of their industries and work effectively for companies in the digital age.

To view the guest speakers' presentations, visit www.youtube.com/user/jpshim9347.

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J.P. Shim is executive director of the Korean-American Business Center and a faculty member in the computer information systems department at Robinson College of Business at Georgia State University in Atlanta.

the Business-Plus exam. Schools can use the results to better determine whether students have the language skills necessary to engage in class discussions, interact with faculty and peers, and complete required assignments successfully.

Paper versions of the test are available on request. For information or to see sample questions, visit itexpexam.com/itexp-business-core/english-testing-for-employees.

Gifting on the Go

Reeher, a fundraising platform for higher education, has launched an Android version of its Reeher Mobile app. The app allows gift and development officers in the field to use their mobile devices to search contacts by ZIP code; find directions; access donors' relationship profiles, giving histories, and personal and contact information; and enter or dictate meeting summaries into a central database.

"A lot of power is built into a cell phone. We launched our mobile platform for iOS in 2012, when we realized that iPads and other mobile devices are very much built for the fundraising process," says Andy Reeher, the company's president and founder. "Now, when gift officers visit different cities, they don't have to remember to ask for the right report a week in advance of their trips. They can use their mobile devices to identify the people they need to talk to within five miles of wherever they are. That makes the fundraising process more efficient and effective."

More information is available at www.reeher.com.

NEWSBYTES

■ ADVISOR PREP

The Educational Testing Service (ETS) has created GRE Educate, a webinar series to help advisors and educators guide students in their preparation for the GRE standardized test. The series includes video modules that cover strategies included in ETS's GRE test preparation workshop, as well as live Q&A sessions with GRE experts. To register, visit www.ets.org/gre/educatewebinars. For information on other resources for advisors, visit www.ets.org/gre/advisorkit.

■ SECURING DATA

IBM has launched the Cyber Security Innovation Program, a new curriculum created with 11 universities, including Fordham University, Georgia Institute of Technology, San Jose State University, Southern Methodist University, University of South Carolina, and University of Texas at Dallas in the U.S.; Technische Universität Darmstadt in Germany; Temasek Polytechnic in Singapore; Universidad Centofotec in Costa Rica; Universiti Kebangsaan in Malaysia; and Wrocław University of Economics in Poland. For information, visit www.ibm.com/security and www.securityintelligence.com.

■ DATA CHAIR

HEC Paris in France, in partnership with global insurance and asset management firm AXA, has created a teaching chair in digital strategy and Big Data. The chair will develop educational programs that expose students to the digital transformation and analytical challenges facing today's firms, as well as ask students to evaluate AXA offerings and products.

The chair holder also will organize an annual forum, conference, or competition based on the theme of collaboration among large firms or startups.

■ IT DIVERSITY

The University of Arizona's Eller College of Management in Tucson has received a US\$10,000 Academic Alliance Seed Fund Award from the National Center for Women & Information Technology to launch a program to promote diversity in information technology and computer science. The program will include a learning phase, in which students will hear guest speakers; and a practical phase, in which students will complete diversity-based team challenges proposed by partner corporations Raytheon and Walmart. The team with the most successful solution will be invited to attend the 2014 Grace Hopper Celebration of Women in Computing in Phoenix.

■ STARTUP SUPPORT

The Skoll Centre for Social Entrepreneurship at the University of Oxford's Saïd Business School in the United Kingdom has partnered with Emerge Education, an accelerator for education technology startups. The Skoll Centre will provide mentoring and resources to the accelerator's entrepreneurs. Its first startups include Learned By Me, which connects language instructors in emerging markets with students via Skype; Sixth Domain, which helps schools improve children's behavior and engage them in learning; NurseryBook, which enables daycare providers to share updates with parents; Edhub, a portal that allows teachers to access and run educational apps; Lexicum, a personalized vocabulary builder; and Ellumia, a mobile course platform.

Real-Time MOOC Snapshot


HARVARD UNIVERSITY OF Boston, Massachusetts, and the Massachusetts Institute of Technology of Cambridge each have released an online visualization tool that offers

a real-time snapshot of total enrollments in their massive open online courses. Called Insights, the suite provides aggregated data about course registrants in all the MOOCs that have been

offered through HarvardX and MITx, the founding partners behind the edX consortium of MOOC platforms.

For instance, from fall 2012 to summer 2013, 597,692 individuals registered in one or more MOOCs offered through HarvardX or MITx. Of these, 43,196 earned certificates of completion, and 35,937 explored at least half of the course content. However, 469,702 registrants viewed less than half of the content, while 292,852 registrants viewed no online content at all.

Other information includes geographical location, age, gender, and certificate attainment. HarvardX Insights is available at harvardx.harvard.edu/harvardx-insights/world-map-enrollment. MITx Insights is available at odl.mit.edu/insights/.

Researchers with HarvardX and MITx also have released a report that shares the results from their first year's experience with MOOC delivery. "HarvardX and MITx: The First Year of Open Online Courses, Fall 2012-Summer 2013" is available at ssrn.com/abstract=2381263. 



your turn

by Stephen A. Stumpf

Pay Up or Perish

THE PUBLISHER OF a top-ranked journal in business ethics recently asked if my co-authors and I would like to pay US\$2,000 so that our accepted article could be read free of charge by interested parties. After some discussion, we declined. We know this means that our paper can only be viewed by people who have access to paid subscriptions—probably through their university libraries—or who pay the individual price of \$24.95 to download it. But since none of us felt this particular article was mainstream to us as authors, we were willing to save money rather than pay the price that would allow the article to be read and cited by more of our peers.

For many reasons, I see a troubling element in the notion of paying to publish. Historically, the idea of academic publishing was to create a free market of ideas where everyone had equal access to top journals through public and university libraries. When there were few elite journals and researchers, the system worked well. Times have changed.

The Association of Business Schools now evaluates more than 850 rated journals in its Academic Journal Quality Guide. Generally, university libraries subscribe to the journals most valued by the faculty at their institutions. At Villanova School of Business (VSB), we identified 61 top-tier, 111 second-tier, and 143 acceptable alternative journals; the school subscribes to most of these, and our faculty have access to their content. If we want to read articles published in journals to which the VSB library does not subscribe, we must pay a fee.

One thing that bothers me is that scholars don't benefit monetarily from their own intellectual capital. Publishers obtain the research articles for free, but they sell the articles to interested schools and scholars, so they're the

ones who see a profit. On the other hand, faculty do see rewards. At VSB, for instance, whenever articles are accepted into top journals, faculty earn points toward merit pay, tenure, promotion, and grant funding. The numbers of citations and peer reviews they receive for their published articles also serve as key metrics for promotion, tenure, and endowed chair consideration.

Therefore, I'm much more concerned about other aspects of the current arrangement in which academics must pay to read new research or pay to provide access to their own.

1. The pricing system leads to a further stratification among b-schools. Few universities can afford to subscribe to all the relevant journals. Even fewer institutions cover the fees faculty members may incur to purchase articles from other journals or to pay for their own articles to be open access. Universities that have that kind of money tend to be older and elite. Does the current pricing structure make it even more difficult for other schools to attract top faculty and produce high-quality research?

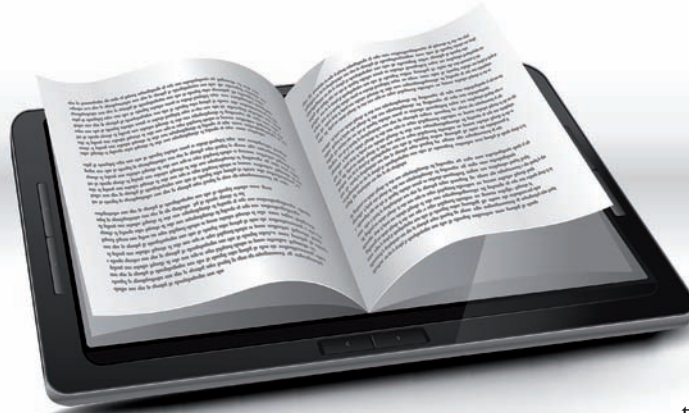
2. The system places an undue economic burden on junior faculty. As a senior faculty member with tenure and an endowed chair, I probably don't leave much on the table when I choose not to pay to make my articles free to all. Yet when junior faculty members are in the same situation, I advise them to pay up. It's essential that junior faculty not only get their work published in such journals, but also get it cited early in their careers so they develop the strong reputations that allow them to earn tenure or promotions. But is it right for their institutions to expect them to shoulder the economic burden of making their research open access?

3. Research is not being read. This is the most damaging outcome of all. Let me explain.

In most countries, Internet resources like Wikipedia and personal blogs give us open access to so many



It's time for publishers and professors to engage in vigorous dialogue about ways to make research more widely available.



ideas that it's like the free press in the 19th century times a million, or free radio and television of the 20th century times a thousand. With so much information widely available, why should we complain about limited access to academic research?

The problem is that most of what's available for free isn't truly useful. In his 2009 book *Free: The Future of a Radical Price*, Chris Anderson notes that if you give away just enough material to interest people, the serious ones will pay for the rest of it—the part that's really of value. In the case of academic publishing, the information that's free on the web includes article titles, key words, author names, publication outlets, and abstracts.

Researchers choose which article to pay for depending on what they hope they'll find within it. It is quite likely that some academics without access to the full articles are citing them based on abstracts only. The underlying premise of academic scholarship is that it builds on past works that are well-known and have been scrutinized by peers. But citing an article based on an abstract isn't fair scrutiny.

This practice probably isn't happening frequently among faculty who work at wealthy educational institutions or live in countries with robust free libraries. But what if they work at less wealthy institutions or live where there is limited access to academic journals? Will their research be less thorough, causing their careers to stall? Or will they share downloaded articles with their colleagues—a possible violation of intellectual property rights? Surely these are not desirable outcomes.

I have an even bigger worry. Suppose researchers locate two relevant articles. One is free online; the other one costs \$24.95 to download. Because they decide to read only the free one, they aren't exposed to the counter arguments in the other article.

The problem is that, as humans, we're very biased about what we choose to read—we ignore what we don't want to believe and we redefine what we don't like to make it fit our beliefs. Daniel Kahneman writes about this tendency in *Thinking, Fast and Slow*. The only way we will alter strongly held beliefs is to encounter evidence-based ideas developed through the scientific method, as free from cognitive biases as

academics and peer reviewers can make them. When there's limited access to academic research, we don't encounter these alternative viewpoints. We never open up our minds.

Possible Solutions

So how do we take costs out of the research equation? The most obvious solution is to make academic journals open access—at a minimum, to those employed by an academic institution; ideally, to a much broader array of interested parties. Yet this solution is naïve. Journal publishers serve an important role in the review, acceptance, and distribution of scholarly research, and open access to all articles could be devastating to their business models.

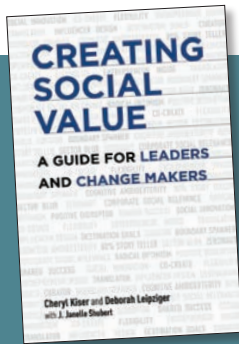
An alternative solution—already in place at some journals—is to create a system where a professor registers and provides certain credentials to a publisher in order to get open access to that publisher's other scholarly works. Another possibility is for institutions to expand the number of journals they subscribe to and/or reimburse their professors for costs they incur to read and publish research.

Yet for some faculty, that would not be enough. In my personal experience, I often need access to up to a hundred articles when I'm starting work in a new area. Two-thirds of the articles I desire come with a cost. If I'm on campus, most of those costs are covered by my department or the library. But if I'm off-campus when I'm researching and writing, my choices are to wait until I'm back at school to read the articles, have a graduate assistant source the article on campus—or pay up.

Paying up is rarely a practical concern for me. But I worry about those for whom costly access to academic research really means no access. I believe it's time for publishers and professors to engage in vigorous dialogue about ways to make research more widely available. Without such solutions, we'll have to deal with the long-term implications of pay-for-access—and what it means for academic integrity. **Z**

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Stephen A. Stumpf is a professor of management at Villanova School of Business at Villanova University located in Pennsylvania.

bookshelf



CREATING SOCIAL VALUE

AUTHORS: Cheryl Kiser, Deborah Leipziger, and J. Janelle Shubert

PUBLISHER: Greenleaf Publishing, US\$40

OBESITY AND POOR NUTRITION are problems in Camden, New Jersey, home of Campbell Soup Company. As part of its ambitious ten-year “destination goal” of creating social value by nourishing its community, the company recently partnered with local farmers and a major food bank. Taking thousands of pounds of blemished peaches that otherwise would have been discarded, Campbell’s employees cooked 54,000 jars of peach salsa, which were

sold to generate \$100,000 for the food bank. Campbell Soup’s story is just one of many tales of social value creation described by the authors—Kiser and Shubert of Babson, and Leipziger, a consultant. While they spend time defining corporate social innovation and how it differs from traditional CSR, they devote most of their pages to describing the actions of a new breed of leaders. These leaders have “a different world-view of business and society, where the simultaneous creation of social, environmental, and economic value is the order of the day.”

MOMENTS OF IMPACT

AUTHORS: Chris Ertel and Lisa Kay Solomon

PUBLISHER: Simon & Schuster, US\$28

WHEN A COMPANY must figure out how to adapt to a volatile and uncertain future, it needs a strategic conversation, which brings together key people when “the stakes are high, the answers unclear, and the participants are expected to create real insights together,” say Ertel and Solomon. In these conversations, meeting leaders hope to develop shared understanding among participants, shape potential choices, and come to final decisions; like designers, they seek to develop deep empathy with users and rapidly prototype solutions. Solomon of the California College of the Arts and Ertel, a consultant, pepper their book with accounts of wildly successful strategic meet-



ings. For instance, there’s the baby food CEO who took his advisory board through wargaming exercises where they pretended to be competitors bent on bringing down his firm. Such a meeting requires “a dash of creativity and courage,” the authors write, “and most important, a shift in mind-set.”

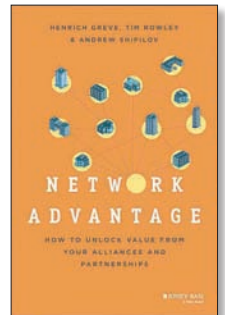
NETWORK ADVANTAGE

AUTHORS: Henrich Greve, Tim Rowley, and Andrew Shipilov

PUBLISHER: Jossey-Bass, US\$50

SUCCESS DEPENDS not only on the people you know, but also where you fit within your network of business partners. Business networks can be likened to the roads in ancient England, write Greve and Shipilov of INSEAD and Rowley of the University of Toronto. “Just as the prosperity of individual cities in Roman Britannia depended on their position in the network of roads, your firm’s prosperity depends on its position in an *alliance network*.” Business leaders must look beyond their immediate partnerships to take full advan-

tage of the information power the entire network can deliver, they write. Case in point: When Jack Northrop first built the Stealth Bomber in the 1940s, the project failed, in part because major suppliers didn’t communicate. Thirty years later, when Boeing, GE, and Vought Aircraft joined Northrop to design an updated model, their collective work produced “a technical marvel”—and illustrated the power of a strong network.



THE TOP 50 MANAGEMENT DILEMMAS

AUTHORS: Sona Sherrat and Roger Delves

PUBLISHER: Pearson, US\$34.99

IN THIS FORTHRIGHT little book, Ashridge professors Sherrat and Delves offer real solutions to common management problems. They divide the book into categories of challenges so they can address problems relating to individuals, teams, change management, office

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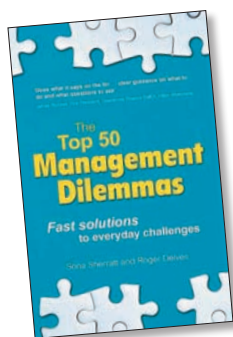
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politics, and outside forces. In every situation, they ask the manager to first consider what might be causing the problem, what might have changed recently, and how his or her own perspective might be complicating the situation. For instance, the challenge might be an employee who reacts poorly to constructive criticism, and Sherrat and Delves offer step-by-step processes for designing solid feedback systems. But they



also note that “feedback can often be as much about the giver as the receiver. ... It’s important to be aware of how you like to do things and then to be sure you are not criticising others simply because they like to do things in a different way.” It’s a useful handbook for almost any organizational crisis.

Don’t Miss

ESWAR PRASAD ISN’T one of the prognosticators predicting the collapse of the U.S. dollar. Despite financial crises at home and competition from abroad, he writes in *The Dollar Trap*, the dollar has remained the safe harbor for domestic and international investors. “The U.S. has put together a winning combination that no other country comes close to matching—not just a large economy, but also deep financial markets, rock-solid public institutions, and an effective legal framework—that other countries have faith in,” says Prasad, a professor of trade policy at Cornell University. He expects that advantage to last for years to come. (Princeton University Press, US\$35)

FACULTY AND ADMINISTRATORS who want to invest in new teaching technologies will find a wealth of information in *Interactive Open Educational Resources* by John Shank of the Penn State University Libraries. Today’s “digital natives” aren’t content with passive learning in a traditional classroom, he points out; they want interactive content they can access from multiple screens. This means that “one of the critical challenges of our time is successfully transforming the current centuries-old print-based system,” he writes. In this detailed primer, Shank provides extensive information on the best interactive learning materials (ILMs), then offers tips on how to use them. (Jossey-Bass, US\$38)

idea exchange

B-School Dreams Big

The Idea

Crowdsourcing a business school's strategic direction

Location

Audencia Nantes School of Management in France

The Motivation

In December 2012, 50 students in Audencia's general master's program and its specialized master's program in marketing, design, and creation wondered what would happen if Audencia's students could determine the business school's next strategic steps? They collaborated with the school's board of directors to design "Dreaming Audencia," a social campaign and crowdsourcing project to bring their plan to life.

In mid-March 2013, the group carried out a "teaser" campaign about Dreaming Audencia via social networking sites, on city buses and trams, and across the school campus. They held the culminating event on March 18, when 420 first-year master's students came to school expecting to attend class as usual. Instead, they were asked to attend a two-day klatch in a meeting space—complete with inflatable chairs, markers, idea boards, and pads of Post-its—where they would co-create the school's future direction using design thinking techniques.

Six Themes

Students were asked to express dreams relating to one of five strategic themes. These included a school that was co-created by students; had digital genes; produced leaders, not "cogs in the system"; offered an educational experience, not just training; and encouraged lifelong participation. Next, the students formed 15 teams of 28 students each; three teams were assigned to each theme. The school also presented the sixth theme—"a school that operated without frontiers"—to students over the Internet.

By the end of the first day, students had pinpointed 180 dreams and identified 60 as having the most promise. The students then narrowed the list down to 15 favorites.

On the second day, students fine-tuned the 15 dreams, creating five-minute presentations that were streamed online to approximately 1,500 students and alumni around the world. Faculty, staff, and corporate stakeholders voted to choose the six winning dreams.

The Response

The initiative inspired a significant uptick in the school's social media traffic. In the days after the campaign began, the project's Facebook page had 300,000 views and 1,000 fans. The school saw 40 percent more traffic to its website. There were 31,562 views of the project's dedicated site, 500 followers of the Dreaming Audencia Twitter feed, and 3,000 tweets that included the #DreamingAudencia hashtag.

Six Dreams

The winning ideas, one for each category, included:

- A meeting place where students can network and collaborate with students from other schools.
- A digital interface that integrates the school's proprietary virtual campus platform with Blackboard, Evencia, and Facebook.
- A student-run company, advised by business professionals.
- A student-created and -run business competition called "Audencia Race."
- A mentoring system that would help guide students through financing their studies and even allow them to delay payment of fees when necessary.
- A campus on another continent.

Making Dreams Realities

The school now has formed steering committees of students, faculty, and administrators to make plans to achieve each dream. Says Andrew Taylor of the school's communications department, "Dreaming Audencia allowed students to have a direct influence on their school's future." 