

# BizEd

SEPTEMBER/OCTOBER 2003

## Daniel Goleman

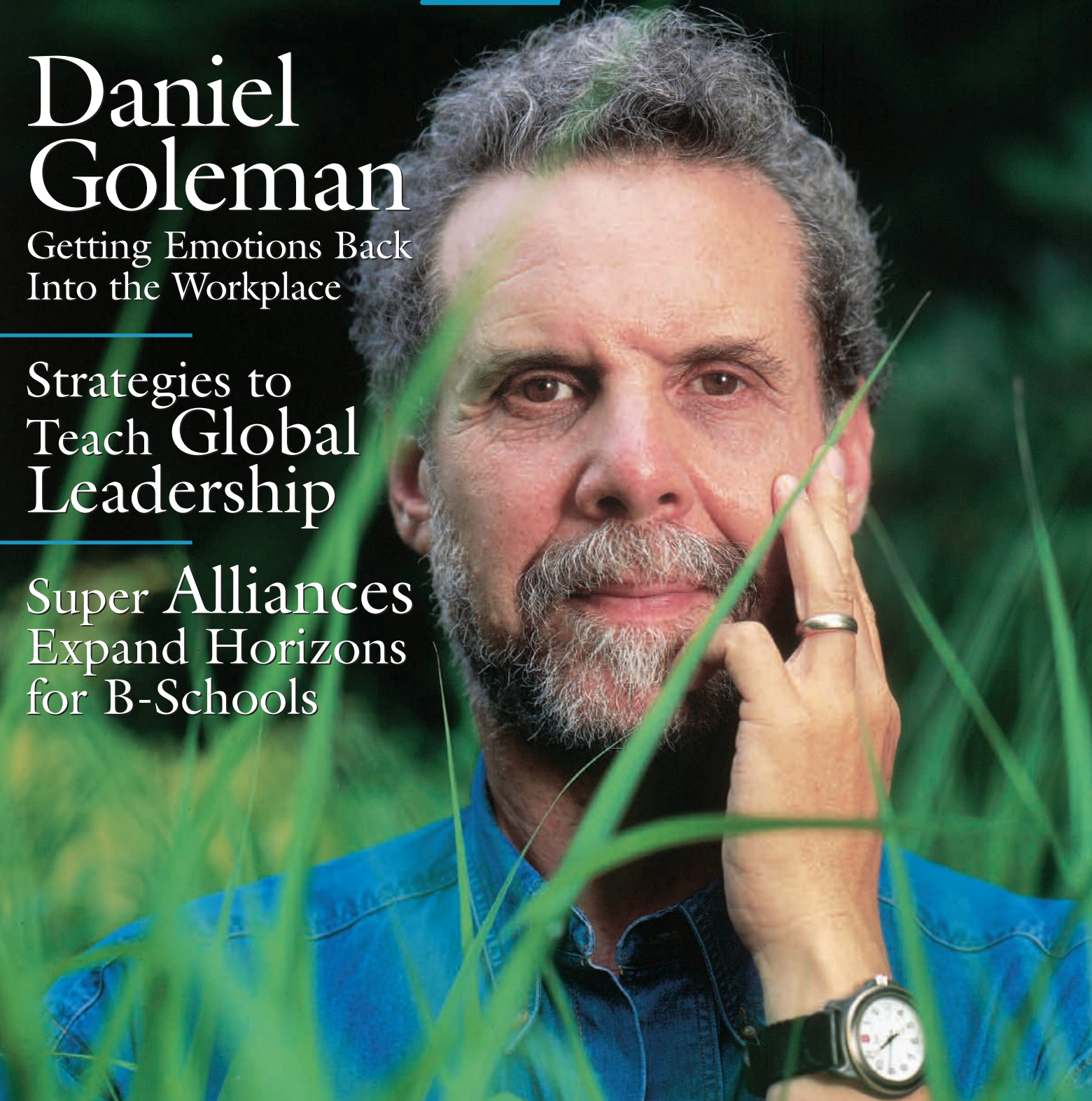
Getting Emotions Back Into the Workplace

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Strategies to Teach Global Leadership

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Super Alliances Expand Horizons for B-Schools





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SEPTEMBER/OCTOBER 2003

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Cover photo: Christopher Navin

# From the Editors

## Communication Across Cultures

I once worked in an office with a group of editors who all became so close that we practically invented our own language. We appropriated bits of current slang, nicknames, in-jokes, and nonsense words to create a vocabulary as rich and impenetrable to outsiders as twin-speech. One afternoon, three of us went clothes shopping. Admiring one woman's new outfit, the other said, "That's beauty, Wheels. Sweet."

I remember that the salesperson stared at us as if we were speaking a different language—and in a sense, we were. Slang is one of those social mechanisms that binds certain individuals together while excluding others, and understanding slang is one of the things that gives outsiders an entrée into a foreign culture.

That's a familiar concept to some of the participants enrolled in the world-hopping business school programs known as super alliances. In these "globally distributed cohort" programs, students from multiple continents gather at stated intervals to take management courses at a handful of participating business schools. The students enrolled in such programs are expected to learn from each other as well as their instructors—and, since many of them are top-tier managers in international companies, they have a great deal in common. But, since the classes often comprise executives from South America, Europe, Asia, and the U.S., the students also embody many differences as well. Language is often one of them.

Rod Cheatham, a Kansas-based Boeing manager who participated in the OneMBA program through the University of North Carolina at Chapel Hill, found himself teaching current slang to his global cohorts. In the article "Globally Speaking," he discusses the importance of learning to communicate across cultures. While his greeting "What up, dog?" might not be in any standard language textbook, it helped him bond with his fellow students and helped them improve their English fluency. And, one presumes, it made them laugh.

That ability to relate to other people is essential to being a good manager. In fact, "social awareness"—an empathy for and an interest in the other people in the room—is one of the key elements that make up an emotionally intelligent leader, according to author and psychologist Daniel Goleman. Goleman, who is interviewed in this issue, argues that emotional intelligence is at least as important as intellectual ability in determining success in life. By his definition, emotional intelligence includes soft skills such as conflict management, collaboration, self-awareness, self-confidence, and adaptability—in other words, the ability to interact with others.

The good news, as Goleman says, is that it's never too late to develop emotional intelligence—whether you're a student or a professional.

Even people who are not inherently good at self-assessment or empathy can develop those skills and become more adept at relating to others. They may never develop their own private speech patterns, but they'll understand how to create a friendly, tight-knit working community where everybody knows how to communicate. **Z**



Sharon Shinn

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# Letters

## African Advantage

In response to Richard America's article "Advancing Africa," which appeared in the May issue of *BizEd*, I would like to describe the activities of the U.K.-based Open University Business School in Africa.

The school has had an ongoing relationship with the Ethiopian government since its Prime Minister, Meles Zinawi, and his ministers took MBA studies with the OUBS. He recognized that to drive his country forward he needed to give his ministers tools that would enable them to apply management skills to their roles in government. His view was that the skills acquired would cascade

down and influence whole departments.

More than 15 senior members of the government now hold our MBA, which is accredited by both the U.K.'s Association of MBAs (AMBA) and the European Foundation for Management Development (efmd). Over the last ten years, three cohorts of Ethiopian students have taken the OUBS MBA, and a large number of students have taken certificate and diploma programs using OUBS materials that were delivered and supported by local institutions and staff.

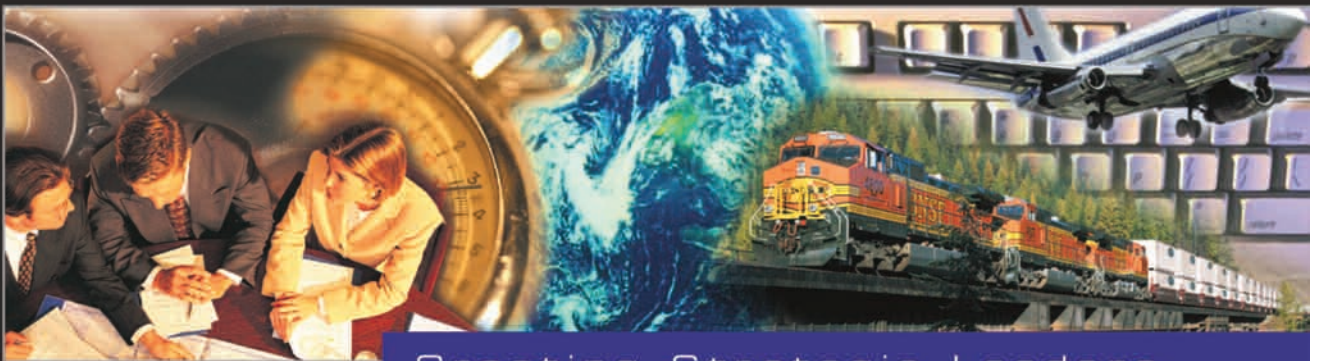
OUBS is also a partner with the School of Business Leadership at the

University of South Africa. Our method of teaching by supported distance learning means we can teach across physical and political divides and reach many people who could not otherwise study management. Alongside many other business schools, OUBS is playing its part to develop good management practices across the globe.

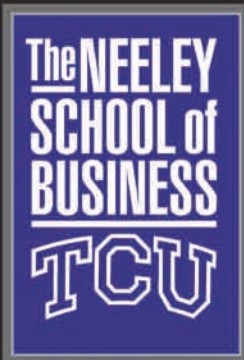
*Roland Kaye  
Dean, OUBS*



## Supply and Value Chain Management



### Creating Strategic Leaders



The M.J. Neeley School of Business at TCU and the American Marketing Association will present a faculty consortium on Supply and Value Chain Management October 30 – November 2, 2003 in Fort Worth, TX. The consortium will focus on such topics as Supply Chain Metrics, Global Issues in Supply Chain Management, and Supply Chain Technology and E-Commerce. For more information about the this thought-provoking Faculty Consortium visit [www.svcc.tcu.edu](http://www.svcc.tcu.edu) or call 817-257-7541.

The Neeley School offers comprehensive programs in supply and value chain management at both the undergraduate and graduate levels.

# Headlines



## Tech for Execs

**It's a safe bet that information technology** won't grow less important to business in the coming years, nor is it likely to become simpler. So how do executives prepare themselves to cope with the constant onslaught of IT-related questions and decisions that will have profound implications for their businesses?

Professors at the Business School of the University of Colorado at Denver may have discovered the answer. Not long ago, David Laube and Raymond Zammuto had designed a class intended to prepare any MBA student for a business career that included significant IT interactions. They came up with 100 questions that an executive might need to ask and found dozens of the best-qualified experts to answer those questions. Originally contacted as guest lecturers for the classroom, more than 60 of the speakers eventually became guest authors for a book that gathered together all the pertinent information presented in the class.

The resulting book, *Business-Driven Information Technology: Answers to 100 Critical Questions*, is being published by Stanford University Press. Among the questions posed—and answered—by the book are: How does an organization develop an IT architecture plan? What does a firewall do? What e-business assumptions were proved wrong by the dot-com crash? What is the average tenure of a CIO and why? How do you choose one technology project over another? How do you know when to kill a project?

The authors and publisher expect the book to be useful not only to MBA students, but to executives in

the field struggling with these very questions.

All authors have donated their royalties to the CU-Denver Business School. More information can be found online at [www.business-drivenit.org](http://www.business-drivenit.org). Eventually, a nonprintable text of the entire book also will be available online.

## Cox School Looks to Beat the Economy

**Is the rough economy making it tough for** your MBA students to find summer internships—or jobs once they've graduated? In Dallas, Southern Methodist University's Cox School of Business has found solutions to both these problems.

Through its Summer Scholars program, the school is offering its MBA talent to companies that are unable to pay interns this year, while providing a measure of financial security to its MBA students. The Summer Scholars program awards a summer stipend of \$2,500 each to as many as 40 MBA students who accept unpaid internships. After the school announced the program to its corporate supporters, 52 companies asked to participate, including Bank of America, EDS, Salvation Army, and Wells Fargo.

Cox students are also using innovative means to overcome the down economy while looking for full-time jobs. Earlier this year, members of

the school's student-run Buyside Club hit the streets during their spring break to take a tour across Texas. At meetings with industry executives at more than 35 companies, they passed out resumes and sold their collective skills. Some club members also participated in a pro-bono consulting project sponsored by Crestmont Holdings, a Dallas-based hedge fund.

The Buyside Club is more formally known as the SMU Private Equity, Investment Management and Hedge Fund Club, and it seeks to raise the students' profiles in the financial industry. Among the club's regular activities are career education programs, a distinguished speakers series, a mock investment practicum, and an annual conference. The club also has formed a group of managers in Dallas to serve on the advisory board and to participate in distinguished speaker forums at the university.

## Drucker Chair Funded at Claremont

**Claremont Graduate University in California** will receive a \$10 million challenge gift from Edward Jones, AIG SunAmerica Inc., and The Starr Foundation. The money will be paid over five years, the same period of time that the school has to match the gift by raising an additional \$10 million. The gift honors the leadership



Peter Drucker

of John W. Bachmann, managing partner of St. Louis-based Edward Jones since 1980, who will step down as managing partner at the end of this year.

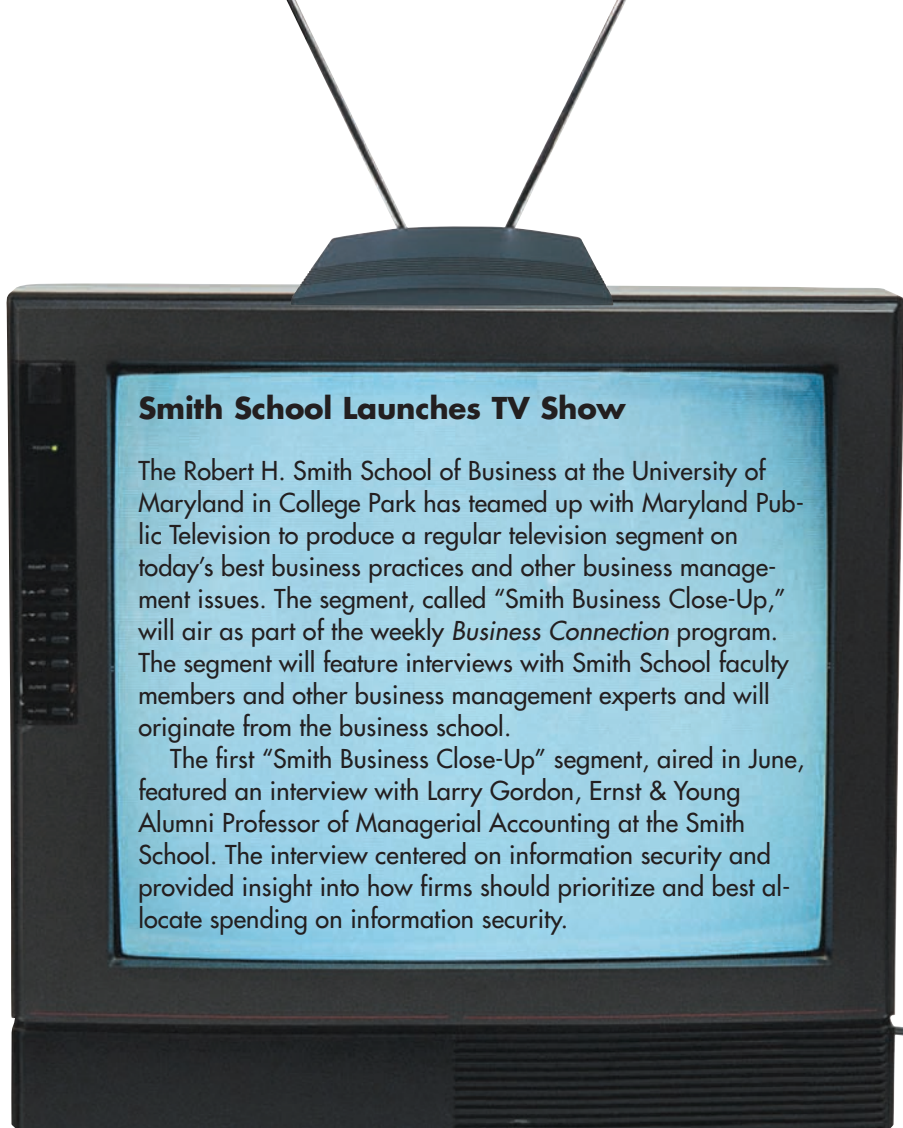


Part of the gift, the largest in the university's history, will establish the Peter F. Drucker Transdisciplinary Chair in Management and the Liberal Arts. Drucker has been a member of the faculty at the school since 1971. The money also will be used to fund the Doris Drucker Chair in Global Management. Doris Drucker, a market researcher, author, editor and entrepreneur, has been married to Peter Drucker for 66 years. A third portion of the gift will establish the John W. Bachmann Scholars Program and will provide a fund from which AIG SunAmerica Fellowships, The Starr Foundation Fellowships, and fellowships from future donors will be awarded. The first of these new donors are the Capital Research Management Company and four Capital executives who have contributed an additional \$200,000.

## ■ Bringing an Idea to Market

**A new graduate program at the Georgia Institute of Technology and Emory University, both in Atlanta, Georgia, has been designed to unite cross-disciplinary teams of students to research ways of bringing new technological advances to market. Ph.D. students in science and engineering are joining with Georgia Tech MBA students and Emory law students in classes that focus on the technical, legal, and business issues involved with moving fundamental research to the marketplace. The program, "Technological Innovation: Generating Economic Results (TI:GER)," encourages students to consider real-world applications for the research conducted by Ph.D. students.**

"One unique feature of the program is that economic, regulatory, and legal mechanisms are considered



before the research is conducted, so that students are able to take the potential impact on society into account in determining the direction of their research," says Marie Thursby, professor of strategic management and Hal and John Smith Chair in Entrepreneurship in the DuPree College of Management at Georgia Tech.

Currently, 24 graduate students working in four teams are enrolled in TI:GER. All the students take a series of core courses together, including innovation fundamentals, and also complete other complementary courses depending on their degree program.

TI:GER is funded by a \$2.9 million grant from the National Science Foundation's Integrative Graduate Education in Research Training, a program designed to bring about cultural change in graduate education by establishing new models for education in a cross-disciplinary environment. In

the fifth year of the program, awards are being made to 21 institutions for programs that collectively span the areas of science and engineering.

## ■ Six Schools Receive FIPSE Grants

**Six national and international universities were recently awarded grants through the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE). The project calls for greater cooperation between language departments and business schools to better prepare business students to participate in the North American Free Trade Agreement (NAFTA). Participating schools will work to reinforce foreign language competency, enhance cross-cultural awareness, and adapt to represented cultures.**

The six schools selected for the FIPSE program are Florida International University in Miami; the University of Central Arkansas in Conway; the University of Moncton, New Brunswick, Canada; St. Francois Xavier University, Nova Scotia, Canada; University De Colima, Mexico; and University of Veracruz, Mexico.

Students will receive Web-based and face-to-face instruction, and select courses will be taught by traveling professors who lecture for two weeks at partner universities. Virtual teams comprising students from the partnering institutions will work on coordinated course assignments via e-mail and the Internet. Students will be required to compare a multitude of cultural variances, including socioeconomics, geopolitical issues, management practices, ethical dilemmas, advertising styles, educational systems, and family social structures.

To maximize the number of students benefiting from the grant, students will have the opportunity to participate in two- to five-week intensive foreign language and business courses during the summer at partner universities in other countries.

## ■ AACSB Publications Honored

**Publications produced by AACSB International** won four awards in the 2003 SNAP EXCEL Awards competition, which recognizes exemplary work of association publishers. Sponsored annually by the Society of National Association Publications (SNAP), the EXCEL program judges nearly 1,000 magazines, newsletters, scholarly journals, electronic publications, and Web sites in the areas of editorial content, design, and general excellence.



## ■ Par for the Business Course

A handful of business students at Aurora University in Aurora, Illinois, took their final exam on a Chicago-area golf course last spring. Students were graded on their driving and putting skills as well as their schmoozing talents as they completed PE 112: Business Golf. During three 18-hole evening classes, students also presented business plans they had developed for hosting a business-golf event for 72 players.

Instructor Cindy Schendel and another professor graded students on 20 schmoozing points that ranged from conversational abilities to finding lost balls. Schendel introduced the business-golf course three years ago to meet rising demand for golf skills and to recognize the fact that the golf course has increasingly become the site for deal making in the business world.

*BizEd* won the silver award for general excellence in the category of magazines with a circulation of 25,000 or less. eNewline won the bronze award for newsletters in the column category for an entry in "Dean's Corner." The column, "Time to Reassess the Education of Business Leaders," was written by Jeffrey E. Garten, dean of the Yale School of Management. Two bronze awards in the convention publications and marketing category went to "Forging the Future," which was produced for AACSB's 2002 International Annual Meeting. Winners were honored at an awards ceremony in Washington, D.C.

## SHORT TAKES

■ **Kase Lawal** has been given the first Distinguished Business Leader Award offered by the College of Business at Prairie View A & M University in Texas. Lawal is president and CEO of Camac Holdings, one of America's largest black-owned businesses. Lawal also announced his intention to help establish a Center of Entrepreneurship at the school.

■ The faculty at University of Toronto's Rotman School of Management has experienced both honors and augmentation in recent months. Professor **Laurence Booth** has won the 2003 Leaders in Management Education award for the Ontario region. The award is co-sponsored by the *National Post* and PricewaterhouseCoopers. Booth is the CIT Chair in Structured Finance and the Finance Area Coordinator at the Rotman School. In addition, **Maryann Feldman**, an economist who focuses on innovation and technological change, has joined the Rotman School as a professor of business economics. Feldman will also hold the Jeffrey S. Skoll Chair in Technical Innovation and Entrepreneurship. Market research expert **Dilip Soman** joins the Rotman School as a professor of marketing.

■ **Syracuse University** alumnus Martin J. Whitman has made a financial commitment to the School of Management in Syracuse, New York, that ranks among the largest gifts in the university's history. In recognition of this generosity, the school is being renamed the Martin J. Whitman School of Management. Whitman is founder and co-chief investment officer of Third Avenue Management LLC. He

and his wife have established significant scholarship endowments to Syracuse and contributed to the campaign for the new management building.

■ **Cathy Taylor** and **Eileen Stephens**, two alums from the Wharton School at the University of Pennsylvania in Philadelphia, have been selected as White House Fellows for 2003-2004. The White House Fellows Program, dedicated to encouraging leadership and public service, is a nonpartisan program offering exceptional young men and women experience working within the federal government. Fellows typically spend one year as full-time, paid special assistants to senior White House staff, the vice president, Cabinet secretaries, and other top-

ranking government officials. Fellows also participate in an education program consisting of roundtable

discussions with leaders from the private and public sectors and take trips to study U.S. policy in action both domestically and internationally.

■ Ohio State's Fisher College of Business in Columbus has announced that three positions have recently been filled. **Robert A. Oakley**, former executive vice president and chief financial officer of the Nationwide family of companies, was named the Shepard Executive-in-Residence at the school. **G. Andrew Karolyi**, professor of finance, has been named to a five-year term as the Charles R. Webb Designated Professor in Finance. This professorship, made possible by a gift from the former executive vice president of Keefe, Bruyette & Woods Inc., recognizes the out-

standing scholarship of a faculty member in asset pricing and investment management. **Karen Wruck** has been named associate dean for MBA programs and Dean's Distinguished Teaching Professor. As associate dean for MBA programs, Wruck is responsible for overseeing the leadership and development of the college's full-time and part-time MBA programs.

■ **Deborah MacInnis**, **Nandini Rajagopalan**, and **S. Mark Young** have been named Fellows by the Center for Excellence in Teaching at the University of Southern California's Marshall School of Business in Los Angeles. The Center builds collaboration among "master teachers" and faculty colleagues. The Center's team of Faculty Fellows promotes distinguished teaching through workshops, group discussions, mentoring of junior faculty, and counseling to colleagues.

■ The College of Business Administration at **Florida International University** in Miami has been selected as the partner school for the National Hispanic Corporate Council to explore value-based projects. The goals are for FIU's business school to add value to NHCC's member services and for both organizations to build their reputations as key resources for business issues affecting Hispanics.

■ **Anne M. Roberts** has been appointed assistant dean of the Crummer Graduate School of Business at Rollins College in Winter Park, Florida. Roberts is now responsible for overseeing all aspects of Crummer's full-time MBA program and directing the Career Management Center.



■ In other news from Crummer, three faculty members have been added to the school. **Michael R. Bowers** and **Greg Marshall** join the school as professors of marketing, and **Jane L. Reimers** as professor of accounting. **Nicole Woolsey Biggart**, who held the Jerome J. and Elsie Suran Chair in Technology Management at the University of California, Davis, Graduate School of Management, has been appointed dean of the school. Biggart assumed her new post July 1. As dean, Biggart will be the chief academic and administrative officer of the school, responsible for leading its strategic planning, curriculum, research, management of resources, external affairs and development.

■ Three new accounting professors have been added to the faculty at the Jesse H. Jones Graduate School of Management at Rice University in Houston, Texas. **Karen K. Nelson** joins the school as an associate professor and **Francisco J. Roman** and **Brian R. Rountree** as assistant professors. They join three new strategy, organization and environment professors, **Jing Zhou**, **Margaret P. Cording**, and **Carmen B. Weigelt**, and five new marketing professors, **Sharad Borle**, **Andrew Perkins**, **Siddhartha S. Singh**, **Yeosun Yoon**, and **Rui Zhu**. In addition, four new finance professors have come to the Jones School: **Masahiro Watanabe** and **Yuhang Xing** as assistant professors, and **Thomas Moeller** and **Chris Stefanadis** as visiting assistant professors.

■ **Danny Arnold** has been named dean of the College of Business at Frostburg State University in Frostburg, Maryland. Interim dean Connie Groer will return to her position as associate dean.



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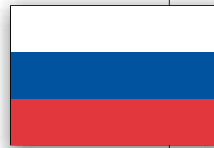
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## SHORT TAKES

■ The Center for Business Skills Development (CBSD) has been named the “Small Business of the Year” at the annual awards dinner and ceremony of the American Chamber of Commerce-Russia. The Russian affiliate of **Thunderbird, The American Graduate School of International Management**, CBSD provides interactive training courses and organizational development services to companies across Russia.



■ **Gregory D. Koutmos** will be the first to hold the Gerald M. Levin Chair in Finance at the Charles F. Dolan School of Business, Fairfield University, Fairfield, Connecticut. The new chair was endowed this spring as part of a \$25 million gift from Charles F. and Helen Dolan, made in 2000.

■ The full-time and executive MBA programs of **EADA Business School**, Barcelona, Spain, have been awarded the AMBA accreditation from the U.K.’s Association of MBAs.

■ **Seattle University’s** Albers School of Business and Economics has launched the Summer Business Institute, designed to introduce African American, Hispanic, and Native American high school students to university life and business education. The first summer program was held in June 2003. The four-day program provides teenagers with an overview of business and economics degree programs through short workshops on accounting, finance, administration, international business, management, marketing, and other areas.

■ The Boston University School of Management in Massachusetts has announced two new positions. First is the establishment of the **Wing Tat Lee Family Professorship in Management**, for which Professor **Nalin Kulatilaka** has been named the initial designee. The professorship was established by Boston alum Michael Lee Tze Hau, who named it in honor of his father. The second is the creation of the new position of assistant dean and executive director for corporate relations. **Peter G. Kelly** has been named to that position.

■ The Ford Foundation has given a \$2.1 million grant to the Kenan Institute of Private Enterprise’s Center for Community Capitalism at the **University of North Carolina at Chapel Hill**. The funds will help the institute continue to find ways to make financial and housing markets work for low-income families. This new grant will continue previous work funded by the Ford Foundation, focusing on the accumulation of wealth and social capital among low- and moderate-income renters and homeowners. The Center for Community Capitalism, directed by professor Michael Stegman, engages in multidisciplinary research and outreach activities that explore ways to apply private sector approaches to revitalization of America’s distressed communities.



■ In other news from UNC, finance professor **John Pringle** has received the Gerald Barrett Faculty Award, given to the faculty member who has made the greatest contribution to the MBA Program through teaching and service. Pringle, the C. Knox Massey Pro-

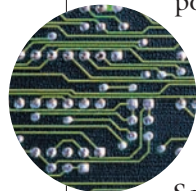
fessor of Finance, has been closely associated with the MBA Program throughout his career at UNC's Kenan-Flagler Business School.

■ **Mihkel Tombak**, an expert in technology management, operations, and policy, has joined the University of Toronto at Mississauga as the Hatch Chair in Technology Management. He also has been appointed to the Rotman School of Management.

UTM received \$1 million from Hatch, a Mississauga-based engineering firm, and \$1 million from the University of Toronto to establish the \$2 million Hatch Chair in Technology Management endowment.

■ The Georgia Micro Enterprise Network (GMEN) has bestowed its Founder's Award on **Tim Mescon**, dean of the Coles College of Business at Kennesaw State University in Georgia. Mescon, who holds the Dinos Eminent Scholar Chair of Entrepreneurial Management, helped found the Cobb Microenterprise Center, which has helped hundreds of low- and moderate-income individuals learn business skills.

■ In other news from **Kennesaw State**, the Coles College of Business has announced that it is strengthening its international business ties by forging agreements with several institutions outside the U.S. One is the Kazak American University in the former Soviet republic of Kazakhstan; the other is the Institute for Business and Public Administration in Bucharest, Romania. The school is also pursuing agreements with other central Asian universities.



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# Headlines



## SHORT TAKES

■ **Patricia H. Werhane** has been named to the Wicklander Chair in Business Ethics at DePaul University in Chicago. She assumed her new position in August, at which time she joined the faculties of DePaul's College of Commerce management department and College of Liberal Arts & Sciences philosophy department. She also has become director of DePaul's Institute for Business & Professional Ethics and will organize conference and training programs for the Chicago business community to enhance understanding of current corporate ethics issues.

■ In other news from **DePaul**, the school has received a \$2.5 million commitment from the Coleman Foundation to be paid over the next five years. The Chicago-based organization has challenged the university to raise an additional \$1.5 million to fund the Coleman Entrepreneurship "Center at the school's College of Commerce.

■ **Cynthia M. Gallatin** has been named dean of Quinnipiac University Online, a division of the university located in Hamden, Connecticut. QU Online offers undergraduate and graduate studies in a variety of programs, including business.

■ **Bruce Drake** has been named associate dean and MBA Director at the Pamplin School of Business Administration at the University of Portland in Oregon. In his new role, Drake will be responsible for oversight of the MBA program, course scheduling, and assessment.

■ **Jay Ritter** of the University of Florida in Gainesville was the only academic member of a special committee that has been created to suggest changes to the initial public offering (IPO) process. Ritter is the Joe B. Cordell Eminent Scholar of Finance at Florida's Warrington College of Business. The committee recently issued its final report to the National Association of Securities Dealers and the New York Stock Exchange, suggesting ways to increase transparency in the stock-offering process.

■ The Fox School of Business and Management at **Temple University** in Philadelphia, Pennsylvania, added three faculty members to its staff. **Arvind Parkhe** and **Keith Brouters** join the general and strategic management department this fall, and **David Reeb** joins the finance department.

■ **Kerry P. Gatlin** has been named dean of the College of Business at University of North Alabama in Florence. Gatlin has served as interim dean for two years. During that time, the undergraduate curriculum was updated, an online MBA was launched, and a leadership honors program was established.

■ The new \$38-million wing at the **University of Maryland's** Robert H. Smith School of Business in College Park has been recognized by the Associated General Contractors of America (AGC) for its advanced technology. This summer, the Maryland chapter of AGC presented the project's contractor, The Whiting-Turning Contracting Company, with the organization's 2003 Build Maryland Award for "State of the Art Advancement."

■ **D.G. Brian Jones** has been named a new marketing professor in the School of Business at Quinnipiac University, Hamden, Connecticut. He previously spent 15 years as a business professor at the University of Prince Edward Island. Jones also recently was named president of the Association for Historical Research in Marketing for a second term.

■ **George Kanatas**, Jesse H. Jones Professor of Management at Rice University's Jesse H. Jones Graduate School of Management, has been appointed associate dean for faculty affairs and the MBA program of the school. Rice is based in Houston, Texas.

■ **Brian D. Walker** is the new Executive Director of the Graduate School of Management MBA Program at Lewis University in Romeoville, Illinois. In his new position, he will be responsible for the overall character, content, and quality of the Lewis MBA Program.

■ **Rick Bunch** has left his position as director of business education in the Sustainable Enterprise Program for World Resources Institute of Washington, D.C. He has taken a position as executive director of the Bainbridge Island Graduate Institute, the first graduate school of sustainable business in the U.S., located near Seattle, Washington.

■ **Ajay Patel** has been named interim dean of Wake Forest University's Babcock Graduate School of Management in Winston-Salem, North Carolina. Patel succeeds dean Charles Moyer, who stepped down this summer. A search is under way for a permanent replacement.

When it comes to judging  
business school quality

# Deans Do It Daily



■ The European Foundation for Management Development (**efmd**) of Brussels, Belgium, has produced a European Directory on Executive Education. The fully searchable CD-ROM contains information on 1,435 executive learning programs from 136 global and local providers in 23 European countries. For more information on the directory, visit [www.efmd.be/EED2003](http://www.efmd.be/EED2003).

■ University College Bahrain has announced that professor **Keith White-Hunt** will be the new chairman of the Board of Trustees of the school. In



2001, White-Hunt was appointed dean of the Newcastle

Business School with the University of North Umbria in the United Kingdom. He has also held positions at the Hong Kong University of Science and Technology and the Arabian Gulf University in Bahrain. He is a fellow of the Chartered Institute of Management.

■ **W.S. (Steve) Jones** has been named dean of his alma mater, the Kenan-Flagler Business School at The University of North Carolina at Chapel Hill. Jones spent the past decade as CEO of Suncorp Metway Ltd., one of Australia's 25 largest companies, and as managing director of ANZ Banking Group N.Z. Ltd. of New Zealand.

■ **Sylvie Blanco** has been appointed head of the management and technology department of Grenoble Graduate School of Business in France. Blanco will also continue to manage the Center for Techno-Entrepreneurship. **Z**

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

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

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

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

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

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

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

Jesse H. Jones Graduate  
School of Management

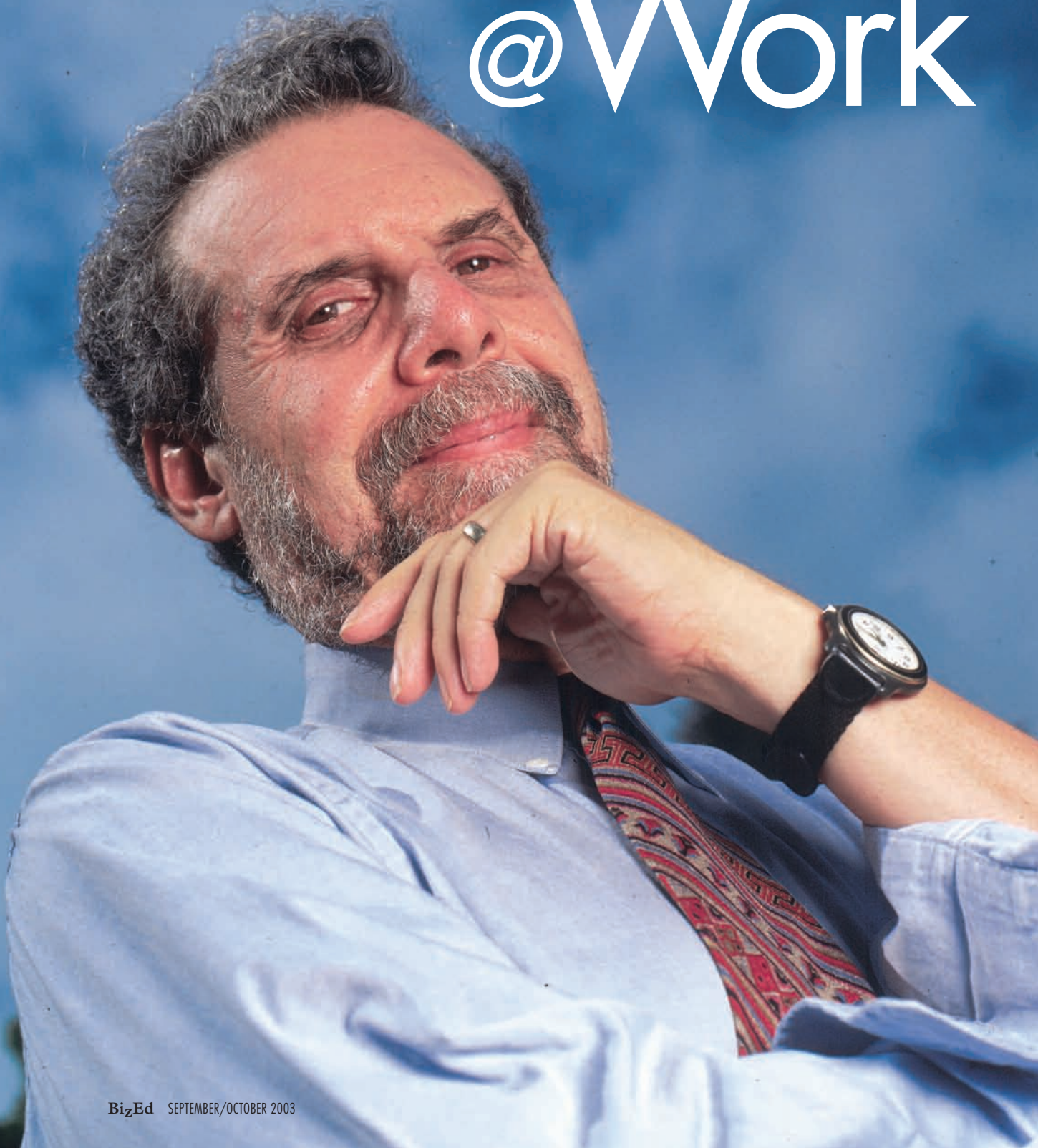
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# Intelligence @Work



# Daniel Goleman looks beyond IQs to determine the emotional qualities that distinguish corporate leaders.

It's not how intelligent someone is that predicts his ultimate success in life; it's how well he handles himself and other people that eventually marks him as a star performer or just an average working drone. "Emotional intelligence" is the phrase used to describe an individual's ability to connect with the people and the world around him. A person with high emotional intelligence is gifted with great self-awareness, discipline, persistence, and empathy. For eight years Daniel Goleman has argued persuasively that emotionally intelligent managers become the best and most profitable business leaders in the world.

Beginning with his 1995 best seller *Emotional Intelligence*, Goleman has sought to strip away

conventional notions of what it means to be intelligent by examining how key personality traits can lead to measurable success. Although his background is in psychology—he received his M.A. and Ph.D. from Harvard in clinical psychology and personality development—he has become a powerful voice in the corporate world. Through books such as *Working with Emotional Intelligence* and *Primal Leadership*, he has explored the value of emotional intelligence in the office—and the business school. He and co-author Richard E. Boyatzis have produced the university edition of the Emotional Competence Inventory (or ECI-U), an evaluation tool that can help business students target their weakest leadership qualities and work to improve them.

It's Goleman's contention that top leaders will recognize that they cannot function without a clear understanding of their own feelings and those of the people around them. "Emotions have their place, and your emotions have an enormous impact on how well you can do the task at hand," he says. In a recent interview, Goleman discusses his belief that experiential learning—in the business school environment and the real world—can improve anyone's level of emotional intelligence and enhance his ability to grow into a dynamic and powerful leader.

**In *Primal Leadership*, you divide leaders into six types: visionary, coaching, affiliative, democratic, pacesetter, and commanding. Without summarizing the entire book in a paragraph, can you describe which of these styles is the most effective and why?**

Every one of those styles has its place in a leader's repertoire. The problem is that two styles tend to be overused in ways that make them very negative.

One is the style of the pacesetter, who has very high internal standards and often is a great individual performer. However, once he's been promoted to some level—say, division leader or team leader—he doesn't really know how to lead. He just knows how to perform the way he did as an individual. On the one hand, he's very self-critical—that's how he drives himself—but he's also hypercritical of people who fail to meet his standards. That kind of boss becomes very impatient

of someone who's not as good as he is. He never tries to develop people; instead, he dumps on them or micromanages them. This attitude alienates and demotivates employees.

The coercive, commanding leader—who believes in command and control, who leads just by virtue of authority—very often will bark orders at people. That style also alienates people and poisons the climate.

However, each of those two negative styles has its place. If you have a highly skilled, highly motivated team, you can use the pacesetter style and develop a star team. If you are in a turnaround, you need to be an emphatic boss. You need to take control and give commands to make it clear that things are being done in a new way. But if that's all you do, if you don't draw on the other four styles that create a very positive climate, then you'll fail. As part of the mix, however, both of those styles can be effective. Similarly, while the visionary, coaching, affiliative, and democratic styles all have very positive effects, no leader should adopt only one of them. The best leaders exhibit four or more leadership styles.

**Are the same leadership styles to be found in the top management at business schools?**

Actually, in the U.K., the education ministry recently commissioned a study of the heads of schools. The study found that the best academic results could be predicted when heads of schools exhibited four or more management styles. And if they exhibited only one or two of the worst styles, the students at their schools had the worst academic records. This was a study in which demographics were held to a constant and where the education level was equivalent for the parents of the students.

by Sharon Shinn  
photos by Christopher Navin



**Industry observers often complain about the dichotomy in the business world today. Executives are expected to behave as if they have no emotions while they make decisions that will have profound effects on other people's lives. What do you think has brought us to this state where businesspeople are supposed to "check their emotions at the door"?**

The first analysis of the organizational life was conducted in a sociological tradition by Max Weber and Talcott Parsons, and it pretty much ignored the emotional reality of work. It analyzed the workplace and organizational dynamics as though emotions were not part of the equation. That framework has survived to this day, even though everyone who works knows it's a lie. We don't leave emotions at home; we don't check them at the door. Emotions are with us every moment. We can either acknowledge that fact or not.

**You maintain that companies perform better if top managers have emotional intelligence, but the business world is rife with stories of CEOs and top managers who have been wildly successful even though they're insensitive jerks. If emotional intelligence is so important, how do you account for their successes?**

The question to ask is not, "Is a specific company successful despite the fact that the head guy is a jerk?" Rather, you should ask, "If all things were equal—if there were two companies with similar markets, similar opportunities, and similar resources, and one boss was a jerk and the other was a dream boss—which company would do better?" In fact, the insurance industry did exactly that study. It was commissioned by LOMA, an insurance industry organization, and carried out by the Hay Group. The researchers looked at moderately suc-

cessful companies of the same size and evaluated CEOs on their emotional intelligence and leadership abilities. They found that the more these bosses exhibited empathy, initiative, and a drive to achieve, the more profitable the companies were. That's the better way to answer this question.

In other studies, the heads of divisions at PepsiCo Worldwide were evaluated on these same competencies. What researchers found was that those who had more strengths in this domain outperformed their revenue targets by 15 to 20 percent, and those who had the fewest strengths underperformed by about the same margin. That kind of data tells us that, yes, emotional intelligence has consequences; there is a business case for it.

Anecdotally, you can say, "Well, this company had a very successful quarter or year or five years, and the CEO's a jerk," but that doesn't prove a thing. You really need data that holds everything else constant.

**Is it accurate to say that an excellent boss would also contribute to lower employee turnover, which would then lead to greater profitability for a company?**

Yes, retention of talent is one thing you look at in evaluating a company. You also look at leadership styles and how they affect the climate of the workplace. Survey data in *Primal Leadership* shows that leadership styles that exhibit emotional intelligence create the most positive working climate. In those climates, an employee might say, "I'm proud to work here" rather than "I hate it," or "I'm motivated to give my very best" rather than "I'm just doing well enough to keep my job." Those styles that make a boss look like a jerk—the coercive style and the pacesetter style—actually have very negative consequences for the climate.

<h2>Leadership Competencies</h2> <p>Eighteen key competencies define emotional intelligence, and each competency is part of one of four overarching categories that define an individual's understanding of himself and the people around him. The categories and competencies are drawn from <i>Primal Leadership</i>, written by Daniel Goleman, Richard Boyatzis, and Annie McKee (Harvard Business School Press, 2002).</p>	<p><b>Self-Awareness</b></p> <ul style="list-style-type: none"> <li>Emotional self-awareness</li> <li>Accurate self-assessment</li> <li>Self-confidence</li> </ul>	<p><b>Social Awareness</b></p> <ul style="list-style-type: none"> <li>Empathy</li> <li>Organizational awareness</li> <li>Service</li> </ul>
	<p><b>Self-Management</b></p> <ul style="list-style-type: none"> <li>Self-control</li> <li>Transparency/Integrity</li> <li>Adaptability</li> <li>Achievement</li> <li>Initiative</li> <li>Optimism</li> </ul>	<p><b>Relationship Management</b></p> <ul style="list-style-type: none"> <li>Inspiration</li> <li>Influence</li> <li>Ability to develop others</li> <li>Ability to act as catalyst for change</li> <li>Conflict management</li> <li>Teamwork and collaboration</li> </ul>

Emotions are with us every moment. We can either acknowledge that fact or not.



curricula learning experiences that will strengthen these abilities in all their students. The best model for that is the work of Richard Boyatzis, one of my co-authors, who teaches at the Weatherhead School of Management at Case Western University. He uses a state-of-the-art approach in a course that's taken by all the MBAs and EMBA's at Case Western.

In that course, the students get an assessment of their leadership competencies and then develop an individual learning plan to strengthen one or more of them over the course of a semester. They get a 360-degree evaluation before and after the course, and people in their workplaces continue to evaluate them once they leave school. Not only have the students strengthened their target competencies, but improvements have continued for up to seven years, which is as long as Boyatzis has looked at the data. That's quite a remarkable record of achievement for any learning in school.

**This sounds as if you believe business educators must adopt very specific approaches in the classroom to help students achieve better levels of emotional intelligence.**

You need a different model of learning. You do not learn leadership competencies in the standard academic mode. You can't learn them by reading a book. The part of the brain that supports emotional intelligence is the subcortex, an ancient part of the brain that's below the more recently evolved neocortex. The neocortex, the top of brain, is the part of the brain that goes to school. Academic learning occurs through an associative network. You read something or you hear something; you fit it into your understanding and expand that understanding. That kind of learning can be very quick and powerful because you can get it the first time around.

But when you're talking about something like listening, empathy, initiative, collaboration, or teamwork, you need a model of skill acquisition, because the parts of the brain that are engaged learn more slowly. They learn through models, through rehearsal in a safe setting, and then through continual practice using spontaneously occurring opportunities.

Suppose you're the kind of person who is shy about speaking in groups. If that's a trait you've targeted to improve, then your learning plan would include speaking up in front of people every time you have an opportunity. You would do it as often as you can, even though it feels uncomfortable at first. That means not just in school—it means speaking up in clubs or in church or at parties. In other words, all of life becomes an arena of practice.

At Johnson & Johnson, they did a very telling study on the natural history of leadership competencies. They identified leaders who were in the top 10 percent by some hard met-

By the way, in terms of statistics, the workplace climate itself seems to predict 20 to 30 percent of business results. That figure was based on a study of 3,781 executives.

#### **How can business schools teach emotional intelligence to their undergraduates and MBAs?**

That's the million-dollar question. Let me add that business school graduates who learn emotional intelligence will not only do better in their careers, presumably, but also be in better positions as alums to help their schools. I had an interesting discussion with a trustee at MIT, who said the trustees had done a study to discover which alums ended up giving the most money to the school. They found out it wasn't the kids with the 4.0 averages, or the 800 SATs. More often, these alums had just been average students; but they exhibited leadership abilities and went on to start companies or rise to the heads of companies. Later, they donated money to help out their alma maters.

That aside, how can you turn out students who have strengths in this area? First of all, you can select for it. One way is to look for leadership activities early in an applicant's career. Another way is to use a sophisticated technique called the behavioral event interview in which the interviewer can assess the other person's abilities in this domain by asking open-ended questions about past experiences.

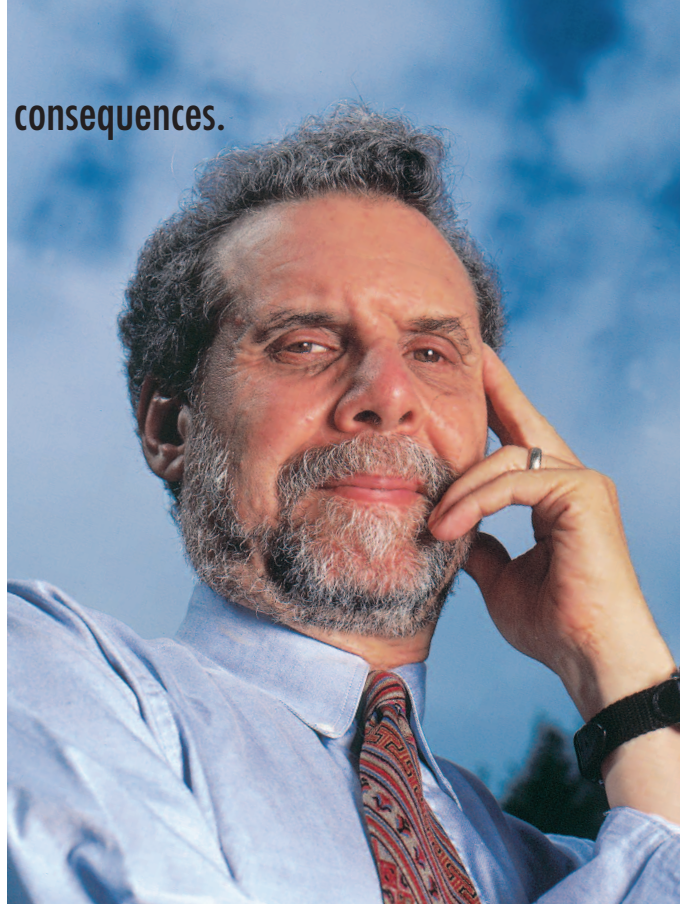
More important, schools of business can build into their



## Soft skills have hard consequences.

ric—the head of a star sales team, for example. Then they interviewed these people. Say they were talking to a manager known as a great coach for members of his team. They would get stories like this: “When I was in middle school, I transferred to another school. I didn’t know anyone, so I joined the field hockey team to meet other kids. I wasn’t such a good player, but I was very good at teaching the new kids how to play the game, so I started coaching them. My first job out of college was a sales job, but no one showed me how to make a call. Once I got the hang of it, I started showing other people how to do it. I got so good at it that they made a video of me for the whole company.” And so on. In other words, these people had seized naturally occurring opportunities in life and used them to cultivate skills that, once they started their careers, became their leadership skills.

Graduate schools create these opportunities more systematically for their own students. It’s helpful to start with a 360-degree evaluation tool. Boyatzis and I have developed one for graduate schools called the ECI-U. If you wanted to use it, you would get people whose opinion you value to rate you anonymously. For instance, you might have a boss or former



supervisor evaluate you, as well as someone in your family—people who know you well and have observed you in action. That data becomes the basis for your profile, which identifies your strengths and limitations. Using the profile, you target a competence that you want to improve, in a way that makes sense. You don’t want to choose the thing you’re best at. You also don’t want to choose the thing you’re worst at. You want to choose one that you’ll get a bigger effect from and that matters to you.

### Points of Reference

*Primal Leadership* includes detailed references to a number of studies that support Daniel Goleman’s theories on emotional intelligence. Among the studies he cites in this interview are:

- “Research into Headteacher Effectiveness.” The report was produced by the Boston-based Hay Group for the U.K. Department for Education and Employment in 2000.

- “Leadership for the 21st Century: Life Insurance Leadership Study.” It was conducted in 1995 for LOMA by the Hay Group research team, led by John Larrere with Martin Leshner, David Baker, and Stephen Kelner.

- “Management Style as a Behavioral Predictor of Organizational Climate,” a study of 3,781 executives. The database was compiled in 1996 by the Boston consulting firm of McBer & Company, now Hay Group, and originally analyzed by Stephen Kelner Jr., with work by Christine A. Rivers and Kathleen H. O’Connell. The sample was international; half were Americans. It assessed six specific indicators of workplace climate.

More information about Goleman’s studies and his work with Richard Boyatzis is available on the Web at [ei.haygroup.com](http://ei.haygroup.com).

**Is there ever a point at which someone is too old to learn these competencies? Most students enrolled in graduate business school are already in their late 20s or early 30s.**

You’re never too old to learn emotional intelligence. In fact, people tend to improve in emotional intelligence over the course of a lifetime, because life lessons often make people wiser in this domain. They get more comfortable with themselves and other people. So in a rough way, a slow way, there’s a tendency to learn. But someone who wants to be a leader needs to have a relatively high level of these abilities. A business school that wants to help people achieve high leadership levels either has to select people who have already developed these abilities, or it has to help people learn them. And it seems to me the smartest route for business schools would be to offer this training to all students.

**How to teach leadership is one crucial issue at business schools today. Another one is how educators should teach the topic of ethics. In your books, you’ve noted that people with emotional intelligence are like-**



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### ly to have higher ethical standards. How do these two factors go hand-in-hand?

In the emotional intelligence domain, we look at the 18 competencies of leaders, and one of them is integrity. It’s not that everyone who is strong in emotional intelligence will necessarily be high in integrity, since people can be high or low in any of the competencies. Someone can be very high in integrity and not so high in other qualities, or high in other qualities and not so high in integrity. Instead of saying emotional intelligence increases ethical tendencies, I’d say that it certainly can if that’s one of a person’s strengths.

Business schools can focus on ethics in a number of ways. One way is to raise awareness by having students reflect on various scenarios they might encounter in the business world and rehearse how they would handle them. Such exercises give students an opportunity to do prelearning rather than learning the hard way. So it makes sense to have an ethics course that is not theoretical, but more practical in terms of scenarios and cases.

### What do you think today’s business schools need to do to turn out executives who will be excellent leaders?

I would really like to encourage schools to give students whatever opportunities they can to hone these skills because these are the skills that, once students are in the workplace, are the distinguishing competencies that will determine

whether or not they’ll rise to the top. Most of what students learn in business school are, from an organizational point of view, threshold competencies. These are the analytical skills, the expertise that is taken for granted, that you need to hold a job. But they’re not the abilities that will distinguish between the best and the worst, or between those who are promoted and those who are not. Rather, it’s the skills within the domain of emotional intelligence that much more powerfully seem to predict which person will be chosen to head a team or a group or a division or be named president.

I say that on the basis of internal studies by hundreds of organizations using the competence modeling methodology. In these studies, researchers look at different people who’ve held the same job and determine those who were the stars and those who were average. They do a systematic analysis of the abilities exhibited by the stars that the average people don’t exhibit. These turn out to be abilities like fantastic collaboration skills, persuasive communication, initiative, flexibility, the drive to achieve better results, emotional self-management, and self-confidence. Those abilities are the emotional intelligence basis for leadership.

**Essentially you’re saying that individuals must be able to draw on the so-called “soft skills” or they won’t be good leaders.**

It’s a paradox. Soft skills have hard consequences. **Z**



# Developing Global Leaders



To teach globally, educators must *think* globally, replacing long-held regional mindsets with expanded international perspectives.

In the past, business schools have often approached problem solving in a regional or national context. But the days when a leader could be cultivated within a regional or national context may well be coming to an end. In this broadening landscape of business, business educators are not only faced with the objective of developing leaders; they must develop *global* leaders.

In the global context, different cultural norms may present myriad solutions to any given dilemma: An executive from Japan may see an issue differently from his counterpart in the U.S., or a European may have a different approach from someone from Africa. As management educators, our central challenge is to design a multifaceted, comprehensive approach to global business education, while encompassing the different cultural perspectives of our students. Business schools must offer executive programs that focus on the issues of globalization, without teaching any one prescribed approach to those issues.

## Basic Strategies

As an international business school, IMD focuses on five central strategies we believe are particularly critical in developing global leaders. Such strategies have always been applied to business leaders, even when they are operating in a regional or national setting. Their complexity, however, increases dramatically in the global setting. To instill global understanding in students, business schools must rethink and refine their approaches to the following strategies:

**Create a “global meeting place.”** The first challenge for companies operating in a global context is to create a “global meeting place” within their organizations, where executives with problems and executives with possible solutions can come together. Such a meeting place may include face-to-face interaction, videoconferencing, or online communication; but the key is to encourage dialogue and brainstorming to come up with nonintuitive solutions. Regardless of the format, executives from all over the world must learn to work together, learn from each other, and gain a global viewpoint. A network structure is critical, for leaders who engage in multicultural dialogues often design stronger strategies.

by Peter Lorange

illustration by J.W. Stewart



**Encourage systematic learning—sometimes through failure.** To foster a global leadership perspective, educators should transform students' attitudes toward failure, from a tendency to fear it to an eagerness to try new approaches. Business has long had an aversion to failure; but in a global market, failure is often inevitable. Global leaders are eager to try new approaches and learn in the global context. They view failure as an opportunity for systematic learning! Top management in particular must make sure that executives are not stigmatized if there is an occasional setback. Furthermore, if top managers are supervising executives from other cultures, they should expect those executives to make mistakes, rather than criticize their efforts to learn.

**Experiment.** It's important to develop global leaders who are willing to try faster—and, if necessary, fail sooner—so that they can learn faster. In other words, successful leaders are willing to “fail early to succeed sooner.” In the eyes of the global leader, experimentation is a matter of trying new initiatives in a global context, in areas of the world where they are most likely to thrive. It's *not* just a matter of first trying them in one's traditional home market, and then expecting them to translate to another culture.

**Juxtapose business models.** Executives must be encouraged to juxtapose new business models with their traditional, cherished models. Typically, the traditional business model tends to be soundly grounded in the culture of the host country. Unfortunately, that grounding can prevent a business from discovering new, alternative ways of doing business in other cultures and in other parts of the world. The challenge for business schools is to develop global leaders who are open to new interpretations of their business rationales, so that the business model can continually evolve and expand within an international context.

**Avoid silo cultures.** In any multinational company, it's important to keep each national unit from developing its own silo culture. Instead, the firm should become a single global “family,” with no particular cultural silos. National leaders tend to be more home-culture-oriented and hide within their national silos; but the right leaders can make global families happen, as IMD professors Joseph DiStefano and Martha Maznevski assert in their recent article “Developing Global Managers: Integrating Theory, Behaviour, Data and Performance.” Globally minded business educators must actively work against a silo culture, where a restrictive, “not invented here”



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attitude is likely to prevail. They should help their students embrace an interest and involvement in the global culture—and even more important, embrace that interest themselves.

To deal with all these issues in a business curriculum context, IMD takes the position that most, if not all, substantive business issues include a global dimension. As a result, each of IMD’s 19 public programs builds into its curriculum these perspectives. Whether we talk about marketing, finance, strategy, organizational behavior, change management, or leadership, the context is global.

In IMD’s “Booster” program, for example, companies send teams to work on a specific international business issue over the course of one week. IMD’s faculty present focused “lecturettes” on how managers can develop their business initiatives globally and act as catalysts for the participating teams. Another course, “Leadership Dilemmas and Profitable Growth,” addresses international leadership problems in parallel workshops, class sessions following specific subjects, and plenary sessions, where students network with each other to enhance their international understanding.

By helping students address these five challenges, business schools can produce more effective leaders. We also believe we provide companies that employ graduates with significant value because these new hires are able to make immediate contributions, especially where global initiatives are involved. Over the long-term, the IMD business curriculum is designed to develop capabilities and leaders at a level that will benefit any organization, anywhere in the world.

### Instilling Leadership

As educators teach students to address the prescribed five challenges, they also create leaders whose capabilities extend far beyond addressing the challenges of today’s global markets. The fundamental goal is to produce nimble leaders fully prepared to meet the demands of markets that constantly grow and change.

Five key capabilities seem to be at the core of these important global leadership capabilities, which are outlined in the 2001 book, *Accelerating International Growth*, by Philip Rosensweig, Xavier Gilbert, Thomas Malnight, and Vladimir Pucik. These competencies have long been integral to business leadership, but now they must be translated into the global business arena:

**A strategic capability.** Global leaders understand how to delineate and implement a strategy in a global context. They realize that global strategy is clearly different from strategies designed for national or regional contexts.

**A partnership capability.** Global leaders know how to deal

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effectively with partners through international joint ventures, global strategic alliances, and cross-border acquisitions. In this arena, cross-cultural sensitivities are particularly critical.

**A staffing capability.** Global leaders can develop teams in such a way that executives from many different countries can work together, without one culture dominating the others.

**A learning capability.** Global leaders can effectively learn in an international context and know that it is particularly important not to be blindfolded by one's own home country biases. Learning is a matter of picking up the best from all over the world, not trying to force international experiences to fit one's own local frame of reference.

**An organizational capability.** Global leaders know how to organize the firm internationally in ways that facilitate and capitalize on leadership, not through host country dominance but by developing a global network of executives.

We need only look at multinational companies to see these capabilities at work on a large scale. Nestlé, for example, follows no home-base bias. By embracing the perspectives of all the countries in which it operates and sells products, Nestlé is able to create a culture in which its employees see the world as a truly global market. As it is so aptly put by Roger Schmenner, a professor at Indiana University-Bloomington and a visiting professor at IMD, global leadership has "no dominant culture," but takes a broad perspective of all cultures.

## The Changing Landscape

As companies become more multinational in the next few years, business schools everywhere will see the international makeup of their cohorts continue to grow. For example, IMD's open enrollment from U.S. corporations increased by 67 percent in 2002. Furthermore, nearly half of IMD's overall enrollment comprises students from outside Europe, including 22 percent from Asia, 20 percent from the Americas, and 6 percent from Africa and Australia. Like other business schools, we only expect this percentage to increase.

To serve this growing demand for international leadership skills, IMD bases its mission on two important premises. First, we call IMD "the global meeting place" for its students and faculty; second, we promise to deliver "real life—real learning" to our students. We believe these premises also drive the challenges that face management education today and are at the heart of global leadership.

With the right approach to management education in a global context, business schools can create that crucial "global meeting place" in which executives can hone their international skills. Only in such a context can executives develop their understanding of international business and multicultural interaction and practice real life—and real learning. **Z**

*Peter Lorange is the Nestlé Professor and president of IMD International in Lausanne, Switzerland.*



# B-Schools



# Wit

While it's imperative for business schools to globalize, going it alone can strain an institution's resources. Many schools are solving this problem by sharing the costs—and the benefits—of forming multilateral alliances with their international peers.

Strategic bilateral partnerships are nothing new to business schools. But with the demand for comprehensively global programs on the rise, some believe that bilateral cooperation may no longer be enough to maintain a school's international reputation. As a result, many business schools are pursuing strength in greater numbers. After all, while one or two business schools may not have the resources to create a global curriculum, an alliance of several schools certainly can. The push for globalized management education has given rise to a new trend: globally distributed “super alliances.”

“No single institution, regardless of history and present position, may be omniscient about best business practices around the world,” says Julie Yu, associate professor of marketing at the Chinese University of Hong Kong in the People's Republic of China. Yu is also the school's program director for OneMBA, an executive degree program that partners CUHK and four other schools. “For this reason, a number of super alliances have blossomed in order to take advantage of different schools' distinct strengths and knowledge about how business is conducted in their respective parts of the world.”

by **Tricia Bisoux**

illustration by J. W. Stewart

As members of super alliances, business schools choose to coordinate their services, not just to exchange students and faculty, but to create a single educational experience across their culturally diverse campuses. (The American Council of Education has termed such alliances “curricular joint ventures.”) Students who enroll in an alliance-based curriculum work through the program as part of a globally distributed cohort. They work as part of an international class, on a variety of international topics, in a variety of international settings. In some cases, they even earn a single degree made official by the seals of all participating schools.

Members of super alliances take advantage of all the new technologies that allow virtual classrooms and distance learning. They then add to that technology a determination to break down the cultural, governmental, and academic barriers that have impeded the creation of global degree programs in the past. As a result, they may be creating a new phase of management education that goes beyond the spirit of “co-opetition,” in which competing schools cooperate only so far as it benefits individual reputation. Rather, schools are joining forces to co-brand their programs, overcome cultural barriers, and associate their reputations with the success—or failure—of the group as a whole.

## The Strength of Synergy

During the last four years, several super alliances have been launched. They offer programs in which students receive a single degree, multiple degrees, or special certificate upon completion. The primary motivation for schools to join such a collaborative effort is the ability to tap into a network of resources inarguably greater than their own, says David Ravenscraft, a professor at the Kenan-Flagler Business School at the





# Without Borders





“The universities’ faculty are coming together to try and create an educational mechanism that **transcends** nationality. Our real objective is to create a common community of scholars, in which we have several universities, but one faculty.” —Jon Lane Smith, East Tennessee State University

University of North Carolina, Chapel Hill. Ravenscraft is also the school’s director for the OneMBA program.

“The whole is much greater than the sum of its parts,” Ravenscraft says. “It was an attractive prospect for each one of these schools to be part of the OneMBA coalition to create synergies. Like all business schools, we want to have a strong global presence. Not many schools, however, can claim that they are known around the world for business. The OneMBA alliance enhances our global reputation and allows us to co-brand our schools. Developing the alliance was a real challenge. But the world is so complex, we decided that the only way to truly gain global knowledge and reputation was to create a coalition.”

The most important element, says Ravenscraft, is to choose partners who can truly contribute on equal footing. Each school in OneMBA, for example, sought partners who had a bankable reputation in each major global region, so that the program could immediately take advantage of name recognition and reputation in each of the five regions represented. “We were interested in getting leading schools from each global region to become partners. We spoke with each of them about our general principles in designing this partnership, but we wanted the actual design to be a collabora-

tive effort.” The final combination of the five schools, he says, is what allows OneMBA to fulfill one of its main directives: to be “globally relevant, yet regionally sensitive.”

New York University’s Stern School of Business has found that its participation in the TRIUM alliance—an academic program that involves NYU, HEC Paris, and the London School of Economics—has a twofold benefit. Not only can the three schools share costs, but they also can take advantage of their partners’ expertise and regional knowledge of their home countries, says Rosemary Mathewson, Stern’s associate dean of executive programs. Mathewson also oversees Stern’s participation in the TRIUM program.

TRIUM came about as the result of several bilateral partnerships that existed among its three participating schools, says Mathewson. The Stern School already had longstanding, but separate, relationships with LSE and HEC via faculty research projects. It was the need to reach an international market that started the conversation among all three institutions, she explains.

“We recognized that we each brought something special to the party that was different from what the others had to offer. LSE, especially, makes the program unique. It’s a school of economics and social science, not a business school. It can

## A Summary of Super Alliances

The super alliances mentioned in this article are only a sampling of the cooperative, cross-campus, cross-cultural programs forming around the world. Super alliances in management education generally involve the collaboration of three or more schools toward a single, common learning goal. How each alliance approaches the task, how long the programs last, and what type of student the programs target will differ from group to group, based on the size and mission of the alliance.

**GeM** The Global e-Management alliance, which combines global and technological issues, was launched in 2000. It primarily targets executives. GeM is a 17-month program and includes seven schools: The Monterrey Tech Graduate School of Business Administration and Leadership at ITESM in Mexico; Athens University of Economics and Business in Greece; Copenhagen Business School in Denmark; Erasmus University Rotterdam, Rotterdam School of Management in the Netherlands; the Norwegian School of Economics and Business Administration in Sandvika, Norway; the University of

Cologne in Germany; and Reykjavik University in Iceland.

The GeM program had 16 students in its first cohort; it has eight students currently completing the program. Upon completion of the program, students receive a degree from their home universities and an official certificate from the GeM alliance.

**CaMexUS** CaMexUS is an alliance of San Diego State University’s Center for International Business Education and Research (CIBER) in California; the Universidad Autónoma de Baja California in Tijuana, Mexico; and the Université du Québec à Chicoutimi in Canada. Although first officially recognized in fall 2002, the program has actually graduated its first cohort of undergraduate students. CaMexUS students spend at least one full year studying in each host country—they spend one semester taking in courses taught in the native language and one semester in an internship. At the end of the program, students are trilingual in English, Spanish, and French, and earn a degree from each school.

**TransAtlantic Business School Alliance** TABSA was formed with initial funding from the European Union and the U.S. Department of Education’s Fund for the Improvement of



Globally distributed alliance-based programs such as TRIUM most often create culturally diverse teams so that students get the most from their experience. Students participating in this TRIUM team include (clockwise from upper left corner) Jeff Slevin, Tony Farwell, Mike Halpin, Hichem Driss, and Yuko Fukasaku.



frame the classic MBA curriculum with a broader view of global politics, economics, and social sciences, topics not traditionally included in an MBA but that are so critical to doing business in the world today,” says Mathewson. “In addition, we already had a level of comfort with each other.”

Andrew Walter, LSE’s academic director of TRIUM, agrees that LSE’s participation in an MBA program was something completely new for the school. But it was its inexperience with an MBA curriculum that made TRIUM so attractive.

“We’ve made a conscious strategy not to get into the MBA business ourselves, but we strongly believed that there was a significant market out there for an MBA that took social sciences into account,” Walter notes. “TRIUM offered a new kind of MBA to which we could contribute without taking on the whole burden of doing an MBA of our own. We could

contribute to it in a way that built on our school’s strength.”

### Reconcilable Differences

One of the initial challenges in creating a single curriculum as the product of multiple partners is getting faculty to work together. It doesn’t take long, however,

for faculty to embrace the process of pulling together a curriculum that avoids repetition and works for all participants.

“Getting professors from five different schools around the world to work together is not easy,” says Ravenscraft of the Kenan-Flagler Business School. “But it’s absolutely critical for them to meet face-to-face. For example, our finance group met in Chicago a few weeks ago and designed a course together in a day and a half. We consider arranging such regularly scheduled meetings as pretty sacred to the success of the program.”

In fact, the collaboration inspired by alliances can go a long way toward inspiring a spirit of compromise, says Jon Lane Smith, associate professor of economics, finance, and urban studies and program director of the TransAtlantic Business School Alliance (TABSA) at East Tennessee State University in Johnson City. While the initial goal of schools in an alliance

Post-Secondary Education (FIPSE). TABSA is perhaps the most traditional alliance in this group. But rather than offering bilateral exchanges, TABSA promotes exchanges from any one of its schools to any other, with a student’s tuition to his or her home institution paying for study at any of the partner universities.

Through its TransAtlantic Business Scholar Programme, undergraduates have the opportunity to study at any of the seven partner schools: East Tennessee State University in Johnson City, Tennessee; Hochschule Bremen in Germany; University of North Carolina at Wilmington; University of Westminster in London; University of Missouri in Kansas City; Universidad de Valencia in Spain; and the Centre d’Etudes Supérieures Europeennes Management Méditerranée in Marseilles. Students spend two years at their home institutions and two years at partner schools; they earn two bachelor’s degrees, one from each institution.

**TRIUM** The first class under the TRIUM alliance began in September 2001. The 16-month executive degree program includes New York University’s Stern School of Business in New York City, HEC Paris, and the London School of Economics. TRIUM students attend two-week, face-to-face modules at each

campus, participate in 300 hours of distance learning, and attend two modules at alternate locations at host schools in other global regions, such as Asia and Latin America.

TRIUM’s class sizes have been increasing—its first cohort included 28 students, and its second class, 38. It plans to cap class size at 50. Upon completion, students receive a single degree jointly awarded by all three schools.

**OneMBA** Launched in the fall of 2002, OneMBA is an executive degree program coordinated by five business schools: The Chinese University of Hong Kong; Erasmus University Rotterdam, Rotterdam School of Management in the Netherlands; Fundação Getúlio Vargas of Escola de Administração de Empresas de São Paulo in Brazil; The Monterrey Tech Graduate School of Business Administration and Leadership at ITESM in Mexico; and the University of North Carolina at Chapel Hill Kenan-Flagler Business School in the United States. Its first class has 84 students. Students attend classes for weeklong “global residencies,” courses on their regional campus, and globally coordinated courses online. Upon completion of the program, each student will receive a degree from his or her home university as well as a OneMBA degree awarded jointly from the partner schools.

“Businesspeople today need to **leverage** a larger set of diverse knowledge about different cultures, business contexts, and political environments than they’ve ever had to in the past. It’s difficult for any one or two schools to offer that range of knowledge.” — Andrew Walter, London School of Economics

may be to broaden their own global reach, there is a significant beneficial side effect for all involved.

“The universities’ faculty are coming together to try and create an educational mechanism that transcends nationality,” he says. “Our real objective is to create a common community of scholars, in which we have several universities, but one faculty. One of my German colleagues has coined the phrase ‘integrated diversity.’ That means that we are partners seeking not to imprint another institution with our concepts of post-secondary education, but to integrate the best parts of all the systems into a common learning pool.”

Although organizing the scheduling and travel involved for faculty collaboration is difficult, many who have developed super alliances say that external influences can be even greater obstacles to the project. Before a single course was even planned, they had to overcome seemingly endless governmental regulations and local administrative apprehension about tackling such an overwhelming project.

“Often, university administrators concentrate on the local complexities of these alliances, and so they tend to be the most difficult to convince,” says Smith of ETSU. “In addition, state-mandated curricula in the U.S. are difficult to deal with. For instance, a European student may have been taking English classes for years. But if the state mandates that the student has to have an English course with a writing component, there’s no way we can change that.”

All governments have their idiosyncrasies that faculty and students in alliance-based curricula simply must accommodate, agrees Catherine-Ann Blackburn, coordinator of CaMexUS for the Université du Québec à Chicoutimi in Canada. For instance, she notes that the Mexican government requires students to produce proof of completion for kindergarten through their university years. Tracking down those documents can be an ordeal, especially for students who have lived in different locations in their lifetimes.

In addition, some schools in Mexico require undergraduates to perform as many as 480 community service hours as part of their degree programs. “It is a great deal of work for students to be able to perform those hours around their courses and internships, while they’re still learning the language,” Blackburn says.

TRIUM schools also jumped major hurdles to produce a single-degree program. For example, TRIUM students must abide by the rules and regulations of each host country for the degree to be recognized. “The British government requires external examiners for examinations. The HEC is part of the Chambre Commerce, which has its own regulations. And then there are all the legal difficulties that we Americans add

to the mix with our litigious culture—you have the French and English rolling their eyes at that!” says Mathewson.

These schools, however, found it worthwhile to work through faculty differences and governmental demands to make the alliance happen, Mathewson adds. “Each of us had to find a resolution, and everyone was willing to accommodate and compromise. Because we shared the same goals, we just did what we needed to do.”

### **Shared Vision, Shared Costs**

Although the effort and collaboration that go into creating a super alliance are substantial, the costs are often not prohibitive because the schools take advantage of resources already in place. To cover common costs such as those for marketing, most alliances contribute to a joint fund; then, individual schools take responsibility for costs that are unique to their campuses, such as faculty salaries, technology, or alliance-specific events.

“We have a common fund for global costs, while regional costs are paid by the school in the home region,” explains Ravenscraft. “The co-branding, the technology, and global residencies are common costs. Students pay for their own travel to each location.”

The goal for the seven TABSA schools is to allow students to attend any school in the alliance using the tuition they pay to their home schools. This arrangement works well for the four European schools receiving U.S. students, but has posed a problem for the three U.S. schools receiving European students, says Smith of ETSU.

“We are still in the process of building our exchanges,” says Smith. “At this point, the flow of students has been slightly out of balance, with more European students traveling to the United States than vice versa. The primary reason for that is that the language barrier is more pronounced for American students traveling to Europe. At this time, we are having our foreign students pay in-state tuition, but when we have a balance, we’ll eliminate that requirement.”

While students in the TRIUM program pay for their own transportation to the host school, the three participating schools cover the cost of housing, transportation, activities, and course materials once students arrive. Even though currency exchange rates may be different in the U.S., Britain, and France, the schools do not take that into account when paying their regional costs. At the same time, the three schools contribute equally to an alliance-based budget to pay for the costs of marketing and program development.

“It would have been more difficult to arrange TRIUM if the partners had tried to compete with each other,” says





**This OneMBA global team was formed during the program's weeklong European global residency at the Rotterdam School of Management in the Netherlands; members will work together from their home countries to complete required projects. Team members, clockwise from lower left corner, are Betsy Roach of New York City, New York; Gabriel Garza-Delgado of Monterrey, Mexico; Horace Hung of Hong Kong, the Republic of China; Theodosios Vassiliou of Oroklini, Cyprus; Roopa Chowbey of Ashburn, Virginia; Marcelo Vives of São Paulo, Brazil; and Rob Asher of Danbury, Connecticut.**

Bertrand Moingeon, head of executive programs at HEC-Paris, as well as the school's academic director for TRIUM. "One rule of the game, for instance, is that we don't track how students enter the program—we don't track them to any one business school. After all, with a global program, the participant may read about it in his local newspaper, then call someone at HEC for information, then eventually send the application to Stern. We consider all participants to be TRIUM students. It is a very good way to handle the alliance."

Sharing the costs of development, implementation, and marketing equally is simply all part of contributing to a single program, agrees Mathewson of NYU's Stern School. "We have a single budget for TRIUM and all three schools contribute. And, I'm happy to say, all three schools are profiting. We had a larger inaugural class size than we had expected, so we were actually in the black in our first year of operation."

Finally, sharing costs also can help all participating schools weather an economic downturn. For instance, the Monterrey Tech Graduate School of Business Administration and Leadership (ITESM) in Mexico takes part in two super alliances: OneMBA and the Global e-Management Alliance (GeM). Monterrey Tech has seen its student enrollment in GeM decline from its first to its second cohort—from 16 students down to eight, due to the decline in the technology sector and the struggling global economy. Even so, the collaboration with the other member schools and the cost of participation in the GeM program is really an investment in the school's own future, says Sandra Gonzalez, GeM's program director at ITESM.

"The attractiveness of GeM, for us, is really not the cost of the program but the great opportunities for globalization," says Gonzalez. "It's an opportunity to bring a real international experience to the students and establish tight links between the universities. Those links are the seeds for bigger and better things to come."

## The Global Classroom

Although schools that participate in large, globally distributed alliances admit that the effort involved is substantial, most believe that the resulting educational experiences represent a next step for management education. In an era when business schools are expected to offer an international education, super alliances allow students access to several countries and campuses in a single educational experience. It's an experience that would be hard for an individual school to replicate, says Walter of LSE and TRIUM.

"Businesspeople today need to leverage a larger set of diverse knowledge about different cultures, business contexts, and political environments than they've ever had to in the past. It's difficult for any one or two schools to offer that range of knowledge," he says.

Mathewson of the Stern School agrees. "It's a huge cliché now, but the world has become a global community. Executives and academics must take into account political risk assessment and the cultural norms of other countries," she says. "Several fine business schools have chosen to go it alone with their international programs, putting up facilities in remote locations. I salute them. But we felt strongly that the only way to become truly global was not to be Americans running around the world, but to have local partners who are European, British, Asian, or South American."

In the end, however, the real benefit is the creation of relationships. When people have more opportunities to interact with individuals from different cultures—whether they are faculty settling their curricular differences or students collaborating on a project—their perspectives change for the better, says Smith of ETSU. "When students emerge from this experience, they are transformed. They see the world differently," says Smith. "They come away with a vision of the world as a place of connection, of interrelationships. They come away without the vestiges of xenophobia that many of us who were born in the late 1940s grew up with."

The very nature of super alliances may well be building the foundation for a new form of management education. As culturally diverse schools work to combine their strengths, they will create a climate of globalization that is more seamlessly integrated into their curricula than ever before. In the end, today's super alliances are out to prove that the cultural, academic, and ideological differences among institutions may become the basis for, not a barrier to, a global business education. **Z**

# Global Speaking



The first students are completing the newest alliance-based, globally coordinated business degree programs. Their most important lesson? That communicating among culturally diverse groups is not a matter of language, but understanding.

Competition is fierce in the global marketplace, as corporations maintain international offices, hire overseas contractors, and expand into developing markets. As the corporate world broadens its global horizons, so, too, must business students at all levels, from undergraduates to executives. More students are realizing they must be able to communicate across cultures to compete with their peers. As a result, many are turning to business schools to find degree programs with the global reach to help them do just that.

Take, for example, David Urquiza, an international area sales manager for Prolec GE, a Mexican manufacturer of electrical transformers and part of a joint venture with General Electric. In 2001, Urquiza was nearing completion of his MBA at The Monterrey Tech Graduate School of Business Administration and Leadership (ITESM) in Mexico. During one of his last courses, his professor approached him about applying to a new program about to be launched by the Global e-Management alliance.

A collaborative effort of seven schools worldwide, GeM would combine courses in e-management with a global education.

Urquiza immediately agreed and entered GeM's first cohort in 2002. His job involves the need for both technological skills and international insight, something an alliance-based program such as GeM promised to offer. In addition, it offered him the chance to study at seven schools around the world and receive an introduction to a variety of cross-cultural perspectives.

"I worked with a team of five people to complete a course project. We developed a tech business and then presented it to real venture capitalists. I worked with an entrepreneur from the Netherlands, a historian and Web page developer from Spain, an English bio-

by **Tricia Bisoux**

illustration by J. W. Stewart



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chemist from Denmark, and a director of airline cargo operations from Iceland,” says Urquiza. “What we found was that we were really more alike than different. We had differences of opinion and different approaches, but that was more a product of our occupations than our nationalities.”

Although the content of globally coordinated degree programs varies, participants make remarkably similar points about what made their experiences in the programs valuable. Yes, they were able to interact with culturally diverse groups

*“We found that we were really more alike than different. We had differences of opinion and different approaches, but that was more a product of our occupations than our nationalities.”*

—David Urquiza, Prolec GE, Mexico



of people. But perhaps more important, they could do so in an environment where cultural missteps and faux pas were both welcomed and encouraged. The opportunity to make their mistakes in the experimental boundaries of a physical or virtual classroom, they say, better prepared them for international interactions in the real world of business.

### Art of Translation

Rod Cheatham, a director of materials management for Boeing’s division in Wichita, Kansas, discovered the OneMBA program through the Kenan-Flagler Business School at the University of North Carolina, Chapel Hill. Now more than one-third of the way through the program, Cheatham says that a program that allowed him to study business on five continents was just what he was looking for to help him better interact with contractors overseas and prepare him for Boeing’s ongoing international expansion.

“Boeing believes that the old business model of essentially being an exporter to other countries is no longer a sound business model. The company wants a piece of the economic pie in developing countries and wants our division to help provide an infrastructure within developing economies,” says Cheatham. “I knew I needed an opportunity to practice working with people in other countries and cultures, for whom English was not their native language.”

In the program, Cheatham works with a team of four other students—face-to-face during two-week modules at

each school’s campus and remotely at other times. The coursework is invaluable, he says. But the experience he finds most memorable did not occur during a work project, but at an introductory dinner during the program’s first module.

“I was sitting next to one of my classmates who lived near São Paulo, Brazil. I asked him how far his home was from São Paulo, and he answered, ‘About 30 miles.’ It occurred to me he had said miles, not kilometers. I thanked him for converting the distance,” Cheatham recalls. “I could tell right away that he didn’t even expect me to catch it. He was so pleased that I had recognized his effort to communicate with me, that since then, it has been our private joke. I’ll throw out a measurement, and he’ll try to convert it to feet or gallons.”

Although the interaction was so simple, says Cheatham, it taught a key lesson: Trying to communicate is just as important to global relationships as the communication itself. With that in mind, Cheatham has taught his own classmates the intricacies of American slang.

“I grew up in the South, and occasionally I slip into Southern dialect. I once used ‘y’all’ in conversation with my classmates and they were very curious about what that meant,” says Cheatham. “I explained that it was a Southern construction meaning ‘you all,’ and told them I would try to avoid slang in the future to make it easier to communicate. But they all said, no, they wanted to learn slang to improve their English fluency. So now they’ll send me an e-mail saying, ‘What up, dog?’”

Cheatham has already put to work the communication skills he has acquired in the OneMBA program. For instance, he recently entertained representatives of a company from Turkey that was a potential supplier to Boeing. Of his five guests, only two were fluent in English. Cheatham was able to pick up a few Turkish words from them, and he attempted to use them with the other three guests.

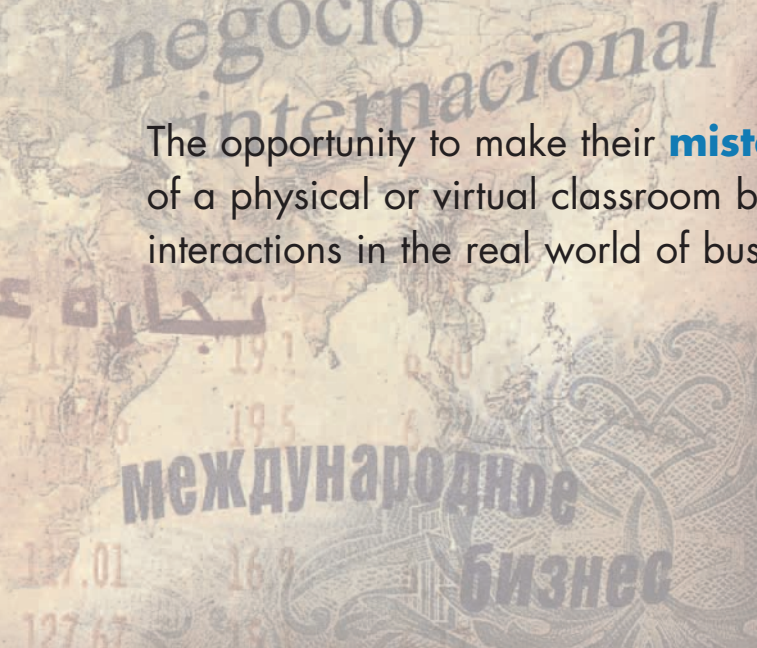
“I tried to carry on a brief conversation with an older man in the group, and I know I butchered the language.



*“I knew I needed an opportunity to practice working with people in other countries and cultures, for whom English was not their native language.”*

—Rod Cheatham, Boeing, United States





The opportunity to make their **mistakes** in the experimental boundaries of a physical or virtual classroom better prepares students for international interactions in the real world of business.

I'm not even sure what I said to him," jokes Cheatham. "But he grabbed both my hands, pumped my arm, and said 'Thank you!' Before taking part in OneMBA, I wouldn't have been unpleasant, but I don't think I would have tried to use the language. I now realize that it's important to at least make the effort."

### A World in Microcosm

As an attorney and managing partner for the international law firm Kremer Associates & Clifford Chance in Luxembourg, Christian Kremer was looking for an MBA that fulfilled a number of different criteria. "I wanted something really global, but I wanted to continue my work without interruption. I wanted a program that included perspectives from the U.S., Europe, Asia, and South America. As an attorney, I also wanted something that went further than a traditional MBA in terms of the global issues surrounding the global political economy."

Kremer decided to enter the TRIUM degree program, which had been developed by New York University's Stern School of Business, HEC-Paris, and the London School of Economics. Through TRIUM, Kremer was able to study for two weeks at each campus, as well as visit two other campuses in Asia and Latin America.

After completing one half of the program, Kremer has found it surprising just how quickly individuals from different backgrounds can blend their experiences into a single, successful project. His team includes a Russian engineer, a Dutch investor, and a marketing professional and a human resources manager from the U.S. As a lawyer, Kremer finds himself more concerned with the governmental regulations that affect their work, while the engineer more often focuses on strategy and the investor on potential opportunities.

The class is really a microcosm of the real world, Kremer adds. "All of us asked different questions and approached the problem differently, but we came together to create a solution," he says. "The class, with its variety of origins and backgrounds, is a living example of the global economy."

Perhaps the greatest strength of the program, he adds, is that it demonstrates to students how well people with different cultural backgrounds can work together. "During the London module, we were given only an hour to prepare a PowerPoint presentation with people we hardly knew. But after an hour, we had something pretty good," says Kremer. "We found that people from totally different backgrounds, cultures, and companies can work together in dynamic fashion. We were able to draw on each other's experience to create something I would call 'unity in diversity.' We really learned as much from each other as we learned from the course, which gives the program a double dimension."

*"As an attorney, I wanted something that went further than a traditional MBA in terms of the global issues surrounding the global political economy."*—Christian Kremer, Kremer Associates & Clifford Chance, Luxembourg



Kremer also notes that global friendships are already forming in his class and with the faculty. In addition, TRIUM has in place a network of contacts that allows TRIUM alumni to take advantage of the alumni network of all three schools. "It's really a global web," he says. "It's just beginning to develop."

### The Language of Business

Two years ago, Ariel Brooks completed the "2+2" program through the seven-school TransAtlantic Business School Alliance. Through the program, Brooks spent two years of study at her home university, the University of North Carolina at Wilmington, and two years at her host school, the Centre d'Etudes Supérieures Européennes de Management in Marseilles, France. In the process, she says that she learned what it takes to assimilate into a culture other than her own. That experience, as much as her coursework, gave her a greater understanding of the context of business in France.

"If I had been in a program in Paris, it would not have been as difficult," says Brooks. "But I was in Marseilles, where few people spoke English. It was terrifying at times." Because of the length of her stay, Brooks also had to learn everything about daily living in France from scratch—from opening a

NOTRE DAME FACULTY

## Question Conventional Wisdom

Gender stereotyping in the workplace? Afraid so. Management Professor Mark Bolino studied supervisors' reactions to employees who dealt aggressively with co-workers and found that women who used intimidation tactics were seen as less likeable by their supervisors.

For men, however, intimidation was unrelated to supervisor ratings of likeability. The use of intimidation did not help women's performance ratings, says Bolino, while aggressive men received more positive performance evaluations.

For more information,  
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Navigating the landscape of international education is a challenge for both the students who pursue it and business schools that offer it. They are, in many ways, the **pioneers** in a newly developing system of global education.

bank account, to leasing an apartment, to having her telephone turned on.

Even more difficult, Brooks took business courses conducted entirely in French. In France, Brooks explained, the courses are driven largely by professors' lectures, rather than by reading as they are in the U.S. Therefore, students base most of their learning on their class notes, not textbooks, and take oral rather than written exams. The pressure of learning the language while keeping up with the pace of her courses was intense, says Brooks.

"Someone took a picture of me sitting in class my first year in France," says Brooks. "I had lost 20 pounds and I had dark circles under my eyes. I was shocked to see the picture—having to concentrate 100 percent 24/7 really takes a lot out of you."

What Brooks gained in return, however, was an international perspective on business that is both French and European. She now works as a financial analyst for Federal Express in Paris and is fluent in French. There has been an unexpected side effect to her experience. Because she learned her finance specialty in French, she often does not know the English translation for financial terms.

"That was one of the things that surprised me," says Brooks. "But if you learn something for the first time in your life in French, you won't have the English translation. Most of my day is in English, and sometimes, when I'm talking about business to someone in, say, Memphis, Tennessee, I may not understand some of the conversation."

Brooks plans to return to the United States and has been interviewing with several companies. She holds two degrees—one from each school she attended—but she has found that, because such global degrees are somewhat new, employers are still not quite sure what to make of her dual-degree status.

"I find it difficult to explain this program to U.S. employers. They ask, 'Why did you spend two years in Europe, how are the programs equivalent, and how do your grades translate?' I've been to two interviews where they were concerned about my academic career. Now, I try to



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avoid saying I spent two years in America and two years in France. I simply say I have two degrees. It's been harder to explain than I thought it would be!"

### **New Attitudes**

A former participant in the CaMexUS undergraduate program, Julia Heredia Bruin of San Diego, California, agrees that her total-immersion experience in three separate cultures has been one of the most valuable assets on her resume. After completing the three-year program—in which students spend a year each studying at San Diego State University in the U.S., Universidad Autónoma de Baja California in Mexico, and Université du Québec à Chicoutimi in Canada—Bruin was truly trilingual and multicultural. And although transitioning from one culture and language to another was difficult, the difficulties were far outweighed by the experience she acquired in the process.

"My proudest moment was when I was able to deliver half of a 50-minute professional presentation entirely in French," says Bruin, who is now considering pursuing an MBA or a law degree with an emphasis on international studies. "I have learned so much about the three different cultures. In the process, I've gained a much more open view of the business world."

As Bruin and her counterparts have found, navigating the landscape of international education is a challenge for both the students who pursue it and business schools that offer it. They are, in many ways, the pioneers in a newly developing system of global education.



*"My proudest moment was when I was able to deliver half of a 50-minute professional presentation entirely in French."*—Julia Heredia Bruin, San Diego

As international, alliance-based curricula make inroads into the educational marketplace, such multicultural educational experiences promise to become more commonplace. In the end, such attention to cross-cultural communication may go far to connect students, faculty, and business schools worldwide in a common learning experience, changing attitudes toward cultural differences and lessening the perceived distance between them. **Z**

# The Myth of Standardized Business Education

The considerable differences in global business education models have long been viewed as a barrier between schools.

Eventually, however, these differences may become higher education's greatest strength.

by Howard Thomas

illustration by James Yang

It's been four years since the European Ministers of Education drafted their joint 1999 Bologna Declaration, which sought to define the parameters of undergraduate and graduate degrees in European countries. The task may look simple on paper, but in fact, it was an enormous undertaking in the face of the hundreds of models for higher education in the European Union.

Undersigned by representatives from 29 countries, the document sets out to turn the heterogeneous systems of higher education in European countries into a "European Higher Education Area," where higher education degrees are comparable, mobile, and widely recognized. Its stated purpose, among others, is to "increase the international competitiveness of the European system of higher education."

The educational trends that the Declaration's signatories hope to address in Europe are coming to bear on business schools worldwide. Students no longer are staying in their home countries to live and work, but traveling the world. Even now, these students face obstacles to their employment and education. A degree earned in India might not be recognized in Italy, for example. A diploma earned in Italy might not impress employers in Germany, and credits earned in Germany might not transfer to the United States. And yet, in an era of increasing globalization, such a narrow-minded view of international credentials needs to change.

What happens in Europe, then, over the next decade—the time period the Bologna Declaration has chosen to achieve its goals—has important implications for international business education. But while we search for ways to make the world's educational systems compatible, we should not strive to make them identical. Standardizing such a complex assembly of educational models would be impossible; moreover, it would be regrettable to lose the diversity they offer. On the other hand, establishing a system of *equivalencies* among school systems—in which educators understand and acknowledge the foundations for and value in international models of education—would benefit all institutions of higher education.







## Education in Context

When we look at what's now happening in Europe, we can see a pattern that is beginning to occur worldwide. As it emerges from the creation of the European Union and the introduction of its common currency, the euro, Europe is experiencing a unique time in history. The discussion of the convergence of educational models with EU countries is a natural next step.

It's important to recognize, however, that this is not a discussion for European educators alone. Business schools worldwide are beginning to realize that educational models are no longer static, isolated structures. They are interacting at an accelerated level, and it will be important, if not crucial, that we be able to reconcile those models so that students can more easily cross borders to study and work.

To do so, we must recognize that our differences are not as much ideological as they are cultural. For instance, the evolution and development of business and educational institutions in the United States and Europe have their origins in the unique cultural, economic, and political environment of these diverse regions. We need only look at their environments to gain a better understanding of their educational institutions.

When we look at the U.S., we often think of capitalism, the system at the basis of the country's formation. In general terms, the U.S. has followed a market-oriented approach, considering private enterprise as the main driver of positive change. This market-based perspective has encouraged the development of flexible administrative mechanisms that lead to a high degree of openness to, and acceptance of, continuous change. At the macroeconomic level, the U.S. is a relatively homogeneous and large market.

In contrast, European countries have adopted a society-oriented approach, in which governments and the public sector have a more prominent role in shaping social and economic development. As a consequence, their administrative mechanisms are more bureaucratic and tradition-based, marked by a certain degree of conservatism and resistance to change. To protect the social dimension of the markets, European societies have adopted processes of change that tend to be more driven by consensus and take a longer time to build momentum. Furthermore, the European market is much more fragmented, since it is characterized by a wide diversity of languages, cultures, and legal systems.

As a result, business schools in Europe and the U.S. most often reflect their cultural contexts. In response to their market-driven culture, U.S. business schools quickly started developing standardized educational products of mass appeal, such as the MBA degree. Since their origins in the late 19th century, U.S. business schools have been less dependent on public funding and have learned to rely upon significant private support. Such support, which usually takes the form of financial donations by individuals and corporations, has allowed many schools to build large endowments to fund their enterprises.

European business schools have become more diverse, less standardized, and less institutionalized; but they are also more dependent on state policies and funding. It has taken them a much longer period of time to become legitimate entities in the educational landscapes of their countries.

Thus, we have our diverse models in place. In the United States, a university-based undergraduate business degree usually comprises a four-year course of study, providing a general education in the first two years and business education in the final two years. In the German higher education system, students complete their *Diplomkaufmann*, which normally takes five years after secondary education. It also takes about five years to receive a degree from a French *grand école*.

In the United Kingdom, it may take only three years to receive a bachelor's degree in business. That degree, however, tends to be much more specialized than its U.S. counterpart. The U.K. traditionally focuses on general educational subjects during secondary education—or high school. Once students arrive at university, they follow a much more specialized course of study in their chosen fields in the sciences, arts, humanities, or business.

## Education as a Function of Society

While it's important to recognize international differences in standards at the high school and university level, it is impossible to harmonize them. As mentioned above, the differences are based on *cultural* differences, more than educational differences. In other words, we can set up a system of rules and expectations; but different countries will interpret those rules in terms of their cultural norms.

The culture of the individual students and the way education fits their lives are products of the way the society operates. In encouraging and communicating a sensitive recognition of





Business schools worldwide are beginning to realize that educational models are no longer static, isolated structures. They are **interacting** at an accelerated level, and it will be important, if not crucial, that we be able to reconcile those models so that students can more easily **cross borders** to study and work.



never have to leave their jobs; or via distance learning. We have over 2,000 MBA students but only 100 to 120 full-time MBA students annually.

It's important to note that, in general, European schools focused on executive education as a means of generating additional, flexible income much earlier than schools in the U.S. For example, the London Business School set up its Center for Management Development to develop tailored in-company courses as early as 1971. This is a practice that still remains important

today, particularly in Europe. The advertising pages in *The Economist* show that many European schools—including INSEAD, IMD, LBS, IESE, HEC, Warwick Business School, Cambridge, Oxford, and Bradford—regularly promote their executive education courses alongside those from key U.S. players, such as Northwestern University's Kellogg Graduate School of Management, Duke University's Fuqua School of Business, MIT Sloan School of Business, the University of Michigan Business School, University of Chicago's Graduate School of Business, and Columbia University's Graduate School of Business.

In America, students are often willing to save their money to fund the MBA education and then dedicate themselves to pursuing that degree over the time it takes to earn it. A two-year degree would be unacceptable to most Europeans and the companies they work for—they are not willing to take two full years from their lives or fund their education and lifestyles while they earn the degree. The two degrees are products of different cultures.

### Increasing Understanding

There are hundreds, if not thousands, of individual educational systems in Europe alone. It is this proliferation of diverse educational systems that the Bologna Declaration is meant to somehow reconcile. To develop a "European Higher Education area," the Declaration recommends a degree system that ironically follows a U.S. model, with an undergraduate cycle lasting a minimum of three years and a graduate cycle of study leading to a master's or doctoral degree. In addition, it has very specific statements, for example, about a requirement of four years' experience before an MBA degree—a general management degree—and also very clear statements about the nature and form of specialist master's degrees.

Is it necessarily desirable to model the European Union's higher education system so closely on that of the U.S.? Again, the differences are there for a reason that is deeply ingrained

different models of education, we also can see how education *should* differ from country to country. Educational systems often represent very high quality and a tremendous value within their regional contexts, even if they don't look like our own.

In the U.S., for example, the term "general education" for a business undergraduate degree typically means that up to 50 percent of the degree is in nonbusiness, liberal arts subjects. By contrast, in England and a number of European countries, general business education at the undergraduate level involves virtually no general education—the assumption is that students have had those courses in their high school careers.

In Great Britain, a one-year, full-time MBA degree is standard (with the notable exception of London Business School), while in the U.S., the two-year MBA degree is the norm. When looked at simplistically, in terms of the calendar alone, the degrees may seem as if they are not equivalent. However, in the U.S., each year in a typical MBA follows a semester system. Students study for two four-month semesters, break for the summer, and return for two more semesters of study. In Britain, students study in an intensive, 12-month program. Yes, these two models are different. But is one necessarily better than the other?

Flexible executive MBA programs in the U.S. have proliferated, but the flexible MBA program has remained mostly a product of countries outside the U.S. At Warwick Business School, we have four different MBA schedules based around a common curriculum: full-time for 12 months; part-time evening for 24 months; a three-year program, delivered as a series of modules that are one week to ten days in duration, so that students









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# New mandates, new initiatives, and ongoing attention to key programs will create a dynamic environment for your professional association in 2003–2004.

As I look ahead to my term as board chair of AACSB International, I see many opportunities for our organization to have a profound impact on the direction of management education worldwide. Among the most demanding tasks we face will be implementing the new standards for business accreditation that members approved earlier this year. The consequences of that landmark vote will be felt for a long time as association staff, members, and schools seeking accreditation work to implement the new standards. Not only will we need to develop an educational process to familiarize members and review teams with the requirements of the new standards, but we must develop the capabilities that these standards demand.

**by Carolyn Y. Woo**

One of the most important elements of the new standards is that schools will now be required to offer assurances of learning outcomes, which means that AACSB must study and advocate the best practices in this area. In addition, the new standards call for us to review certain areas of the curriculum and explore how schools can meet these requirements. For instance, last year the New Issues Committee considered issues relating to business ethics in the curriculum. This year, we have created a task force to develop a resource guide on the topic. That report will consider questions such as the following: What should be the goals of an ethics education? What are the core topics? What are the pedagogies and resources available? This resource guide will be reviewed by the Accreditation Quality Committee, which will determine what kind of guidance we can give to our review teams. For the benefit of our member schools, we also will consider setting up conferences and workshops that reflect the work of this committee. The topic of ethics will move from the New Issues Committee into the core of AACSB's operating activities.



# As I look ahead to the future of management education, I see a great deal that

While much work remains to be done to meet the ethics requirement, the assurance of learning requirement, and other components of the new accreditation standards, I am pleased to note that our infrastructure is firmly in place. While many committees are dedicated to improving the accreditation process, two will be instrumental in making sure the new standards are implemented. The Accreditation Quality Committee is charged with assessing how the peer review process is working and it is continuously improving its efforts. The Accreditation Coordinating Committee, which comprises the chairs of the various committees involved in all phases of accreditation, will work to ensure consistency across all committees. During this next year, we will spend a great deal of time communicating to our members, educating them, educating ourselves, and making sure the infrastructure serves our mission effectively.

## Other Priorities

In the next 12 months, we also will begin the process of revising the accreditation standards for accounting. The accounting standards take their lead from the business standards. Now that we have passed the new business standards, we can focus our energy on accounting accreditation.

In addition, this year we will respond to the report from the Doctoral Faculty Task Force. Analysis and initial research have been completed; now we must identify our next steps.

We need to determine how AACSB will participate in solving the problem posed by the shortage of doctoral faculty. Our efforts will include broad communication of the extent and implications of such a shortage. We are also planning an advocacy campaign involving key constituents such as leaders in higher education, foundations, research-funding agencies, and the National Research Council.

As for AACSB's ongoing initiatives, globalization remains key. We are making a great deal of progress in our goal of becoming a truly international organization. We now have workshops and conferences in Europe. Still, the composition of our board needs to include more international members, even though the number of such members has grown significantly.

As part of our globalization efforts, AACSB is considering a partnership with The European Foundation for Management Development (efmd) to create a new joint venture, The Global Foundation for Management Education (GFME). Through this foundation, our mission would be to identify the global challenges facing management education and research ways to address those challenges, while working with governments and corporations to advocate necessary changes.

Finally, we need to make sure we continue with the other key initiatives that have been building up nicely to date. These include the branding of AACSB accreditation; the investment

## The Business of Mendoza

The University of Notre Dame was founded in 1842 in South Bend, Indiana, by a priest of the Congregation of Holy Cross, Reverend Edward Sorin. The business school was opened in 1913, and its first dean, Father John O'Hara, eventually became a cardinal. In 2000, the school was named the Mendoza College of Business after Tom and Kathy Mendoza, who bestowed a \$35 million gift on the school.

Like the university itself, the Mendoza College of Business seeks to fulfill its educational goals within the boundaries of its Catholic faith. Its mission is "to build a premier Catholic business school that fosters academic excellence, professional effectiveness, and personal accountability in a context that strives to be faithful to the Catholic ideals for community, human development, and personal integrity."

The school offers undergraduate degrees in accounting, finance, management, management information sys-

tems, and marketing. Graduate degree programs include Master of Business Administration, Master of Science in Accounting, and Master of Science in Administration. Mendoza's 112 faculty members provide business education to more than 1,147 undergraduates, more than 300 MBA students, and approximately 112 EMBA students. Four academic centers—The Institute for Ethical Business Worldwide, the Center for Ethics and Religious Values, The Gigot Center for Entrepreneurial Studies, and The Fanning Center for Business Communication—allow students and faculty members to focus more deeply on specific social and business issues.

"Our mission has always been excellence within the context of faith," says dean Carolyn Woo. "The three things we continue to work on are academic rigor, implementation skills, and developing our values and integrity as they relate to the community. Of these three, I spend the most energy on the third part. That's the part that is most humbling."

## Meet Carolyn Woo

Carolyn Yauyan Woo is the 87th chair of AACSB International and the first woman to hold this position. Born and raised in Hong Kong, Woo was educated by the Maryknoll Sisters, an order of Catholic missionary nuns headquartered near Chappaqua, New York. Her Chinese name incorporates the concept of “yan”—Confucius’ teaching on how people should relate to each other.

Woo came to America in 1972 to begin higher education at Purdue University. After receiving her doctorate in 1979 in strategic management, with a minor in quantitative methods, she worked in the private sector for two years before returning to Purdue as an assistant professor of management. In 1997, she became dean of the business school at Notre Dame and holds the titles of Martin J. Gillen Dean and The Ray and Milann Siegfried Chair in Entrepreneurial Studies at the Mendoza College of Business.

Under her direction, Mendoza has flourished, breaking into the ranks of *Business Week’s* best business schools for the first time. During her tenure, applications to the school’s MBA program have increased by 200 percent, while average GMAT scores have risen from 615 to 668. The school is deeply committed to values and ethics as integral parts of the business curriculum.

Woo has won many teaching and research awards, including the Salgo-Noren Award for Outstanding Teaching at Purdue’s Master’s Programs. In 1998, she was chosen as one of 40 Young Leaders of the Academy by *Change* magazine, a publication of the American Association for Higher Education; in 2002, she received the Excellence Award for Education from the Asian American Alliance. She is a member of the Committee of 100, an organization of Chinese American leaders devoted to encouraging better U.S.-China relations.

Woo currently serves on the boards of NiSource Inc., AON Corporation, Circuit City, and St. Joseph Capital Bank. She became a member of the AACSB Board of Directors in 1999 and was elected vice chair-chair elect in 2002. Her yearlong term as chair of AACSB International began in July.

Woo is married to David Bartkus. They have two teenage sons, Ryan and Justin.



in our knowledge services department; and the expansion of our publications, conferences, and member services.

We have worked very hard in the past few years to introduce worthwhile initiatives and make wholesale revisions to each of the major units within AACSB. What makes our accomplishments remarkable is that we brought these initiatives to fruition during a very difficult economy. This is the first year we can assess how well our efforts are tracking, and we’re pleased. But that doesn’t mean the job is done. We must work hard to be smart and effective about implementation. It is very helpful that the membership approved a new dues structure, for this will allow us an adequate budget to implement these new strategic plans.

### The Future of Business

As I assume my duties as chair of AACSB, I am keenly aware of the foundation laid by former chairs and the AACSB staff.

The AACSB board and many committees spend countless hours addressing critical issues and planning bold actions to shape our future. CEO John Fernandes and the AACSB staff have made it possible to realize big ideas through the grittiness of disciplined implementation and painstaking attention to details.

We all recognize that the environment in which we operate is extraordinarily demanding and dynamic. The new standards, structures, knowledge services offerings, accreditation summits, and global engagements are designed for flexibility, continuous learning, proactive assessment of strategic forces, and proper governance.

We pledge our best efforts and thinking to enable our members to fashion opportunities from change and to welcome the future with the confidence that comes from preparedness.

As I look ahead to the future of management education, I see a great deal that excites me because I know that business can make the world better. I hope my professional work will make a small contribution to the big agenda. I am committed to the idea that those of us in business education, through the way we engage our students, can bring about a better society—one that achieves prosperity in ways respectful of people and the earth. I believe we can achieve a wisdom that balances the now with the future, the tangible with the intangible. I believe we can mold hearts that expand the boundaries of “we” and “us.”

I feel privileged to be in education; it is a generous profession. One generation prepares the next to go places and tackle challenges that we will not be here to see. **Z**



# Your Turn

by Lew Hofmann



## I Putting Students Behind the Wheel

At a recent meeting of the management faculty at our business school, the topic of discussion was “learning outcomes for management majors.” What did we want them to know, we asked ourselves, and what did we want them to be able to do when they graduated with an undergraduate degree?

When you put nine people around a table, regardless of purpose, the discussion rarely stays on track. One individual mentioned her work with inner-city kids. She told us she had put considerable effort into developing techniques for teaching them how to swim without using a pool. She had them lie on the floor and practice the various swimming strokes. After the laughter subsided, I made the comment, “*Isn’t that how we teach management?*”

Think of the definitions of management. One popular definition is “*Getting things done through people.*” And yet, in many management education programs, students often don’t get the chance to manage people. Furthermore, they’re unlikely to do so in their first jobs out of college. But teaching management outside a business setting is just like teaching swimming without putting students in the water.

It’s also a bit like teaching driver’s education without putting students in a car. How can they learn to drive an organization, if they’ve never even been behind the wheel? Perhaps that explains why most of us who have worked for a living can recall a lot more examples of bad management than good management. No one is teaching people

how to manage—they’re only teaching them how to go through the motions of management.

Just as driver’s education programs teach potential drivers the rules, procedures, and do’s and don’ts about driving, we teach students the skills that managers should know, like organizational behavior, strategy, and even leadership. Essentially, we prepare them to take the written test. But driver’s education students still can’t

### TEACHING MANAGEMENT OUTSIDE A BUSINESS SETTING IS JUST LIKE TEACHING SWIMMING WITHOUT PUTTING STUDENTS IN THE WATER.

drive until their teachers put them in cars to learn how those skills work in traffic. If those textbook drivers got into a car without any driving experience or accompanying instruction, they would most likely crash.

We do the equivalent with our management students. We expect them to be able to manage as soon as they are put behind the supervisory wheel. But once those students enter the workforce, they are unlikely to be transformed into effective managers simply by observing the process of watching others manage, just as nondrivers don’t learn much about driving from watching others drive.

So, you ask, how do we teach students to manage? The simple answer is, “*We can’t.*” But what we can do is spend more time teaching students what to expect and how to navigate successfully in a management environment. Medical schools require each student to do a residency as a

part of the general curriculum. Schools of elementary and secondary education require that each student complete a practicum. As a result, when their stu-

dents graduate and go into their professions, they have already experienced what it’s like to be a doctor or teacher. They are familiar with what to expect and how to react to different situation-specific scenarios.

I can’t help but relate this metaphor to my own educational process. I got an undergraduate degree, an MBA, and then my doctorate with the goal of becoming a professor. It’s true, I’ve been teaching for almost a quarter of a century, but I’ve yet to meet another professor who took a course in how to be a professor. We learned by doing, not by watching from the sidelines.

If business schools don’t ensure that all students, management students in particular, get this type of exposure through a required practicum of some form or fashion before they graduate, then we have failed them. We often talk about internships, but only if internships are a required and integrated part of the curriculum can we ensure that every student benefits from the experience.

Many educators entertain the assumption, a false one, that with enough knowledge about how to do something, one can do it. Well, folks, if you believe that works, read everything you can about flying and then go jump off a tall building.

It’s time to rethink how we prepare people to manage. It’s time to really put our students behind the wheel. **Z**

Lew Hofmann is a management professor at the College of New Jersey School of Business in Ewing, New Jersey.

# Technology

## Carleton Campus Goes Interactive

Prospective students from around the world interested in attending Carleton University now can take advantage of a virtual, interactive, online tour of the university. Based in Ottawa, Ontario, Canada, the school's campus is now accessible 24 hours a day. The interactive tour allows Web site visitors to visit 20 campus destinations through 360-degree panoramic images.

The tour also features "day in the life" interactions with five undergraduate students from architecture, journalism, science, the arts, and business. For example, prospective business students can follow an undergraduate business major

decide if they'll feel comfortable as part of the campus community."

The Web-based tour is intended to complement Carleton's current on-campus tour program. Students can visit one of two versions of the tour, one for high-speed connections and one for dial-up connections. It was completed as a joint project among Carleton's undergraduate recruitment office, new media company Digg Design, and three-dimensional imaging company XYZ-RGB, both based in Ottawa. The tour can be viewed online at [www.admissions.carleton.ca/Tours/vtour/](http://www.admissions.carleton.ca/Tours/vtour/).

## MERLOT: The Educator's Google

In 1998, a group of educators from the California State University System realized that each time they wrote a new lesson plan, they were reinventing the wheel. They knew, however, that the Internet and Google-style search engine technology could help them tap into the wide community of experience in their disciplines to improve their own teaching. As a result, they created the Multimedia Educational Resource for Learning and Online Teaching,

### TOOLS OF THE TRADE

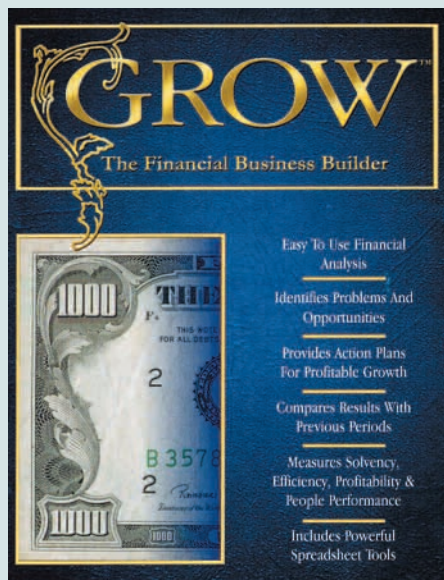
## Finance, Entrepreneurial Software for the B-School Classroom

GROW software, a financial management software package, has been designed especially for students with an entrepreneurial bent. The software was developed five years ago by Clifford Schorer, entrepreneur-in-residence and a professor at Columbia Business School. Since then, the software has been a mainstay in the school's finance and entrepreneurship classes to help teach future managers and entrepreneurs how to improve performance and achieve financial objectives.

Students use the software to set break-even points, project cash flow, and analyze business opportunities in their chosen markets. They also can input data to help them decide on the appropriate prices they should charge for products or consultant-based services.

The software is useful not only for students who want to start their own businesses, but also for those who plan to work in business units within larger organizations, says company representative John Fox. "Companies such as Sony, Lucent, and GlaxoSmithKline have used this software to train their own financial managers," he says.

An instructional video and 200-page manual accompany the software, as well as a tool kit providing ten formulas for helping students measure and predict business performance. For information on GROW, visit [www.grow-software.com](http://www.grow-software.com).



named Ali as he attends a class, works on a project with other students, and goes to the gym for a workout. Or, they also can explore Carleton's academic, athletic, social, and residence facilities on their own.

The tour provides an online alternative for those who may not be able to make the visit in person, says Susan Gottheil, the school's associate vice president of enrollment management. "Choosing where to spend the next four years of their lives is a significant decision for students," she says. "Seeing the university campus is key in helping them





or MERLOT, a resource of teaching materials and ideas for college and university educators.

Visitors to the site can become MERLOT user members at no charge. After registration, they then have access to educational materials in seven major categories, including the arts, education, humanities, mathematics, science and technology, social sciences, and business.

MERLOT's database for business alone includes 1,400 class plans and other materials in ten business areas, including accounting, economics, finance, management, information systems, marketing, international business, e-commerce, business law, and general. Educators worldwide can nominate materials of their own or of a colleague and then provide a link to those materials online.

More than 300 people volunteer their expertise to MERLOT to evaluate and approve assignments and other support materials available on the site. Those materials are then peer reviewed. Once materials receive a positive review and the author has given permission, the peer review is posted to MERLOT.

Cathy Owens Swift is a professor of marketing at Georgia Southern University in Statesboro and an editor with MERLOT's business editorial board. "Generally, the site doesn't have modules with lower ratings that are peer reviewed because we're triaging them ahead of time,"

says Swift. "If we find one with a lower rating on the site, quite often the authors themselves pull it, so it maintains the site's integrity." However, she adds, authors of poorly rated materials often work to improve them.

Additionally, she has found that even though some materials have been poorly rated during the peer review, they may be useful to others, perhaps at the high school level, so materials are rarely taken off the site.

Currently, individual schools or university systems can sign up to be campus or system partners to MERLOT, to provide funds, in-kind contributions, and other support to the endeavor. To sustain MERLOT over the long term, says Swift, "We need to have contributions to MERLOT

recognized as a service to the discipline. We are also looking at other organizational partners who can provide support for MERLOT."

Swift emphasizes that the site not only provides an invaluable resource of teaching ideas and materials for educators, but it also gives educators a reason to improve their work. Educators who receive five-star ratings on the site also can create portfolios of their work that can be used in their reviews at their schools. "MERLOT supports the scholarship of teaching and elevates it to the next level," she says.

For more information about MERLOT, visit [www.merlot.org](http://www.merlot.org) or e-mail Swift at [GSwift@GaSoU.edu](mailto:GSwift@GaSoU.edu).

## NEWSBYTES

### ■ YAHOO GOES TO BANGALORE

Yahoo Inc. has established a center for research and development in Bangalore, India, the first of the company's research centers outside the United States. The center, which will employ 150 engineers by the end of 2004, is part of Yahoo's global strategy to create data mining, e-commerce, network, and search engine technologies that are more applicable in the international market.

### ■ LAPTOPS GAINING GROUND

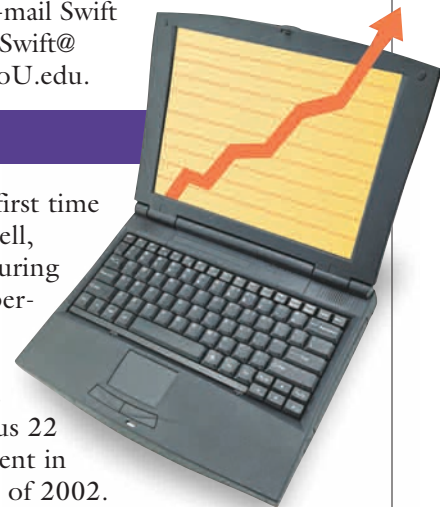
As a reflection of computer users' nomadic tendencies, sales of laptop computers have topped sales of the tried-and-true desktop in the U.S., according to *Computerworld*. Sales of laptops now make up 54 percent of computer retail sales, compared to 25 percent in 2000. In related news, flat-screen monitors are now outselling larger CRT monitors for

the first time as well, capturing 52 percent of sales versus 22 percent in May of 2002.

Decreasing prices are one reason for the figures, say analysts.

### ■ .EU COMING SOON

The European Union wants to add the ".eu" designation to the Internet's existing top-level domains, such as ".com" or ".org," reports *EUbusiness.com*. According to a statement, the EU hopes that .eu will "become the distinctive pan-European identification of Web sites and e-mail addresses, comparable to .org or .com." **Z**



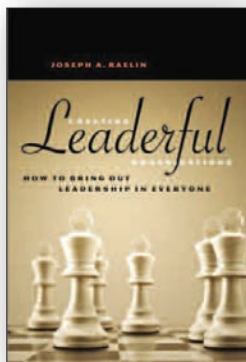
# Bookshelf

## Everyone's a Leader

In the debate over what constitutes leadership, Joseph A. Raelin offers his theory that everyone can—and should—be a leader. He lays out his premise in the opening paragraph of *Creating Leaderful Organizations*: “In the twenty-first century organization, we need to establish communities where everyone shares the experience of serving as a leader, not sequentially, but concurrently and collectively.”

Easier said than done. First, shared leadership requires dismantling the traditional hierarchy, which Raelin notes is frequently difficult to do; even experts who currently espouse notions of collaborative leadership often fall back on classic definitions of leaders and followers, he says. Second, it requires everyone who desires to be a leader to do a candid personal assessment of strengths, weaknesses, motivations, and belief systems. Third, creating universal leadership sometimes means overcoming the resistance some employees have to the very concept of becoming leaders—they find it much easier to go along doing what they're told, without having to invest any more of themselves into their jobs. “Individuals and communities are not generally standing by, primed to assume leaderful behavior,” he warns. “They need to evolve both an appreciation for and an ability to adopt leaderful practice.”

However, all the hard work will be worth it, Raelin maintains. In Chapter 5, he quotes various studies that show how an engaged, satisfied workforce contributes significantly



to a company's bottom line. His corollary conclusion is that a workforce consisting of all leaders is bound to have similar remarkable numbers—and be a much better place to work. (Berrett-Koehler Publishers Inc., \$22.95)

## The Future of China

In *China: The Race to Market*, INSEAD professor Jonathan Story addresses the complex historical, financial, and cultural factors that have brought this great nation to its present status—and that might determine what role it plays in the future. In lucid, detailed formats he presents the most popular views on how China might transition into a more pre-eminent position. In one view, China emerges as a belligerent nation; in another, it subsides into a second-rank middle power. Story rejects the extreme views, saying, “I argue that Communist China is not dying but is morphing into something else; it gives priority to domestic affairs in order to emerge in the longer term as a pillar of global society. The factor of time is thus crucial to an understanding of China, and how to operate there.”

Story then takes a close look at China's global alliances and relationships with near neighbors, always coming back to the strong influence of the U.S. “For the foreseeable future, I argue, the USA is the vital partner for China,” he writes. “To achieve social and economic development, China needs as peaceful and secure a domestic and global environment as possible. The USA is

the best placed nation to offer or obstruct this.”

Of course, China's development is not solely a matter of U.S. intervention, and Story explores the country's relationship to Japan, Russia, and other nearby nations. He also deconstructs China's financial markets and political situation. The book is an excellent portrait of a country feeling its way cautiously, but with great potential force, into the 21st century. (Prentice Hall, \$24.95)

## Quick Looks

“Leadership is a relationship.”

That's one of the simple but valuable insights James M. Kouzes and Barry Z. Posner offer in *Academic Administrator's Guide to Exemplary Leadership*. While building relationships, they say, leaders also model the way for others; inspire a shared vision among the people who work with them; challenge the existing process or system; enable others to act; and encourage the heart of their constituents “to continue even when they might be tempted to give up.” By these criteria, virtually everyone can be a leader at some time—and that's exactly their point. The book originated in a study the authors did in which they asked “ordinary people to describe extraordinary experiences.” While they put the resulting patterns of behavior into the academic context for this book, it's

clearly a treatise that applies to professions and professionals across the board. (Jossey-Bass, \$18)

We all go through life judging people and situations by our own preconceived notions of what is good and bad. When we take these





preconceptions to the workplace, we can find ourselves responding to other people's behavior as if it is inappropriate, when in fact it is just something that makes us uncomfortable. If we take every opportunity—stressful, tense, or unexpected—as a learning experience, we can grow both as individuals and as employees. Judith Anderson presents these and other theories in *The Path to Corporate Nirvana: An Enlightened Approach to Accelerated Productivity*. Through examples of work situations she encountered while acting as a consultant, she shows readers proto-

typical corporate players such as the smart but controlling CEO and the top manager whose neck-veins are always popping with anger. As she learns to understand her own emotional reactions to them, she begins

to help others confront their own fears and preconceptions. Ultimately, what's achieved is free and open communication in the workplace—and a much more productive company. (Silver Falls Press, \$24.95)

A successful CEO, argues Jorge A. Vasconcellos e Sá in *The Neglected Firm*, must be both manager and entrepreneur. He must handle the day-to-day problems and opportunities that exist within his company's current structure, and he must always be looking to the future to determine what changes lie ahead. If he does not do both, simultaneously, his company will fail. "To manage the future firm within the small breaks that managing the present

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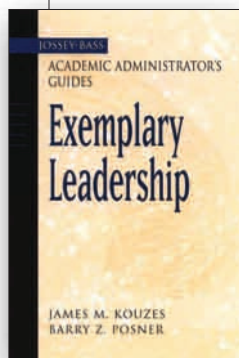
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firm allows requires one's mind to jump from concrete, urgent problems, which require immediate action during a small time span, to more abstract, fundamental issues whose analysis requires large amounts of patience and time," he writes. In this book, he offers a step-by-step approach to planning for the future: defining and evaluating the present strategy, creating alternatives and selecting the best ones to implement; then changing critical departments to create new efficiency. Graphs, charts, and case studies help illustrate all points. (Palgrave, \$75)

If the future of business really will consist of geographically far-flung teams working across time zones to solve problems and create products, George and Keith Van Ness have provided the roadmap for how to succeed. In *Being There Without Going There*, the authors follow the

story of a fictional company that wants to "keep quality and innovation high, while taking 20 percent out of the product launch cycle and 12 to 15 percent out of costs in an organization that is already stretched thin. Then integrate four acquisitions over a year without moving them to one of our engineering campuses." The solution is a distributed organization, and the book lays out the keys to managing that workforce. The primary tools are technological, of course—including an Internet meeting manager, Web cams, instant messenger, and telephone headsets. But the book doesn't overlook the human component of the distributed team, and the authors go into detail about how to bring people on board and manage off-site personnel. The book takes a clear, direct, and easy-to-follow approach to understanding how to manage the complex workforce of the future. (Aspatore, \$24.95) 

# Spotlight

## The New York Advantage

Columbia Business School  
New York, New York

In the heart of New York, Columbia Business School at Columbia University is able to offer its nearly 1,200 students a comprehensive business education in one of the most vibrant business centers of the world. In addition to its MBA degree, CBS also offers an Executive MBA, doctoral program, and a variety of executive education opportunities, including custom-designed courses. Its long list of clients for custom-designed educational opportunities includes AT&T, IBM, and Morgan Stanley.

Students also benefit from a number of dual-degree programs, which allow them to pursue a business education in conjunction with a range of specialized degrees. The Columbia MBA can be earned along with mas-

ter's degrees in law, medicine, nursing, public health, education, journalism, dental surgery, urban planning, social work, engineering, or international public affairs.

"We really offer students an opportunity to combine their business education with the other great education that Columbia University offers," says Safwan Masri, the school's vice dean of MBA programs. CBS also recently added two new joint-degree Executive MBA programs, one in partnership with London Business School and one with the University of California at Berkeley Haas School of Business.

In the last decade, CBS has redesigned its curriculum to integrate a global perspective into all of its courses. Masri emphasizes that the

school expressly wanted to avoid segregating international studies into only one or two courses; instead, international viewpoints are woven into the whole curriculum.

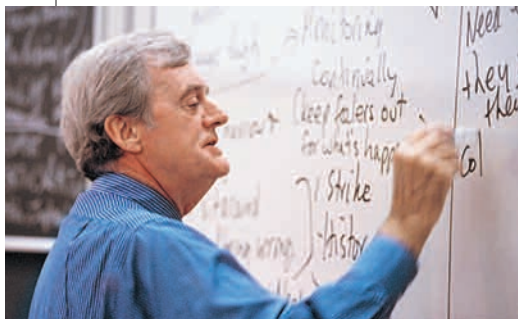
Ethics and entrepreneurship have also become more important to the school's curriculum. This fall, the school introduced a course of study in ethics and corporate governance, which includes three 13-session classes spread over students' first year of study. The course's introduction coincides with the launch of the Sanford Bernstein Center for Leadership and Ethics. In addition, the school has worked to increase participation in its entrepreneurship program. It now has 1,400 students enrolled campuswide in its Lang Center for Entrepreneurship, up from only 800 in the mid-1990s.

In addition, says Masri, the business school's environs are among its most valuable teaching tools. "Our location in New York City is also a phenomenal advantage. It offers our students access to the real world and a community of the world's top business leaders," Masri says. "We can provide students with a living laboratory of business."

Columbia Business School is accredited by AACSB International. **Z**



Below, the campus of Columbia University; left, professor of management E. Ralph Biggadike; above, the Alma Mater Statue, a landmark that sits at the center of campus.



COURTESY COLUMBIA BUSINESS SCHOOL