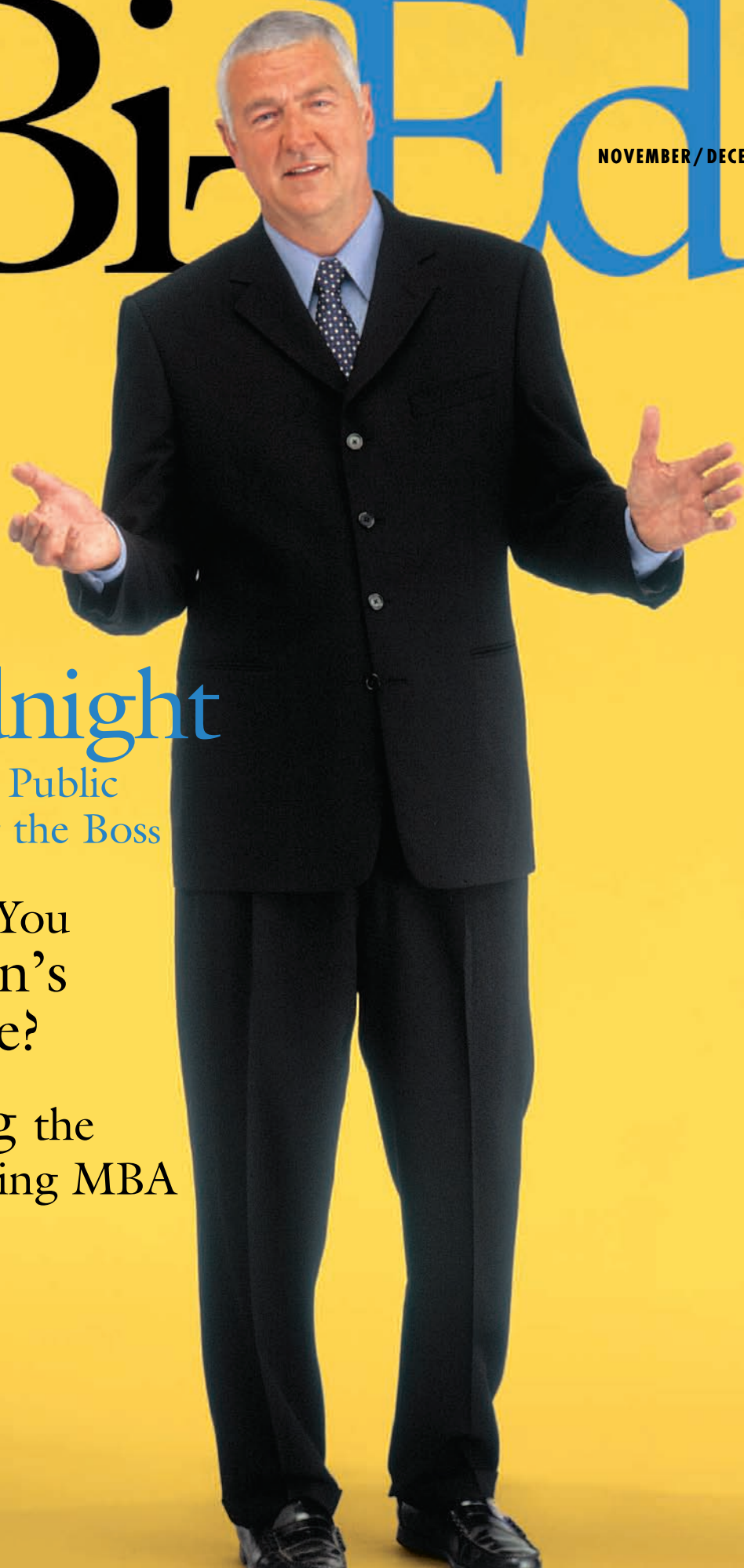


# Big Fed

NOVEMBER/DECEMBER 2004



## Jim Goodnight

of SAS Goes Public  
About Being the Boss

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Where Are You  
in the Dean's  
Life Cycle?

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Retooling the  
Manufacturing MBA

# BizEd Contents

NOVEMBER/DECEMBER 2004

VOLUME IV, ISSUE 1



30



42



8

## DEPARTMENTS

- 6 From the Editors
- 8 Headlines
- 46 Technology
- 50 Your Turn
- 52 Bookshelf
- 54 Calendar
- 56 Classifieds
- 64 Spotlight

Cover photo: Courtesy SAS



## FEATURES

36

### 16 **Corporate Counterculture**

Jim Goodnight, CEO of SAS, resists the call of the IPO, focusing on customer and employee satisfaction while following his own rather unconventional path.

### 22 **Jump-Starting the Job Search**

Today's career services staff adhere to a new philosophy: If the companies don't come to the campus, take the campus to the companies.

### 30 **What About the Widgets?**

How to redesign management degrees that focus on manufacturing.

### 36 **It's Not Easy Being Dean**

Al Spritzer warns deans that the rosy early days can be followed by tension. How can deans productively extend their time in office?

### 42 **A World of Good**

How professors and students at b-schools worldwide are taking part in the efforts to stop terrorism.

# From the Editors



## What's Your Type?

I'm an INTP. At least, that's what I am according to the Myers Briggs Type Indicator test a career counselor administered to me during my senior year in college. Of the eight character traits and 16 personality types the MBTI measures, I was Introverted, iNtuitive, Thinking, and Perceptive. At the time, it seemed those four letters, along with a well-worn copy of *What Color Is Your Parachute?*, were my ticket to the picture-perfect job.

In fact, my cohorts and I considered our four-letter designations to be as integral to our identities as our names or our astrological signs. A typical conversation might begin with a classmate proudly saying, "I'm an ISFP. That means I'm an artist. So, what are you?" "I'm an INTP—a scientist," I'd say. I'd then go to my physics class, where my grade was a rock-solid "C," and imagine my future as a second-rate astrophysicist always asking to borrow her colleagues' notes.

Needless to say, the scientific route didn't work out. Still, I found my way. After I realized that I could write critical papers on William Faulkner's *As I Lay Dying* with much more skill than I could decipher Einstein's theory of relativity, everything finally fell into place.

Choosing the right career has always been an intimidating part of academic study, whether the student is a naïve undergraduate or a veteran executive seeking a major career change. When doing research for this issue, I was glad to learn that career services offices have redoubled their efforts to engage students as soon as possible. Corporate recruiters are targeting students much earlier than they did a decade ago, career center directors told us for our article "Jump-Starting the Job Search." That stepped-up timetable has forced everyone to think of the career search not as a specific goal, but as a long-term process.

It's also reassuring to know that truly rewarding working environments are out there, if students just know where to look. In our interview with Jim Goodnight, founder and CEO of software company SAS, we found that the company offers all its employees benefits such as on-site health care and day care, generous vacation time, and free M&Ms on the job. The goal, says Goodnight, is to create a working environment "similar to a university," which fosters employees' creativity and helps them continue their professional development long after their college years are behind them.

To find that kind of work environment—not just a good one, but a great one—requires self-awareness as well as a strong resume, say career services professionals. Developing that awareness takes much longer than the final semester before graduation. Career counselors know they'll need every semester of a student's program to make that dream job happen.

I have to admit feeling a spark of jealousy for today's career-center protégés. Had I jumped into the career search process as a freshman instead of as a senior, perhaps I would have interpreted my own INTP status differently. I could have saved myself an untold measure of science-related angst. I would have known that the right parachute isn't just for one-time use—it's good for life. ■



BILL BASCOM

Julia Bisson

# Headlines

## Global Forum to be Held in Chile

The Global Forum on Management Education will be held October 19 through 21, 2005, in Santiago, Chile. This is the first time the event, the preeminent educational conference on the global practice of management education, will be held in Latin America. The conference will be hosted by CLADEA, the Latin American Council of Management Schools.

The event will bring together educators from around the world to discuss the status and directions of management education. Programs will fea-

ture business, political, and university leaders debating several key topics: redefining management in a technology-driven world; the role of the corporate world in sustainable development; technology, competencies, and globalization; and the leaders needed for the last frontier in management.

The conference also will offer workshops and demonstrations on policy issues and innovations in the field, as well as facilitated sessions that will match up participants with shared interests. In addition, there will be exhibits and displays detailing the structure of management education in specific geographic areas and potential partners interested in alliances. The conference will also provide a networking center, Webcasts, city tours, and other activities.

The Global Forum typically meets twice a decade. The last Global Forum, held in 2002 in Bangkok, Thailand, attracted an audience of business school deans, professors, and directors, as well as corporate executives and heads of corporate training centers. Seventy-five nations were represented. Previous Global Forums were held in Chicago, Illinois, in 1998; in Barcelona, Spain, in 1993; and in Montreal, Canada, in 1989. For more information, visit Global Forum's Web site at [www.globalforum2005.org](http://www.globalforum2005.org).

## INNOVATIONS

### Pointing Toward Success

Good grades aren't all that will get a student through school—or into the job market. Students must develop a well-rounded set of interests and a wide network of social contacts to succeed in the working world. At Lander University's College of Business and Public Affairs, Greenwood, South Carolina, the Adventure Achievement Points Program (AAPP) recognizes the importance of extracurricular activities. The program allows students to earn points that can be redeemed for privileges related to their education.

Students earn points each semester by listing their qualifying activities from the semester before. Specific grade point averages net between 20 and 40 points, while participating in campus organizations and athletics, attending workshops and social events, and getting involved in service projects also add to the total. Another key way to earn points is to mentor freshmen business students. Extra credit accrues for every semester that the mentored student remains at Lander in good standing or attends activities with upperclassmen.

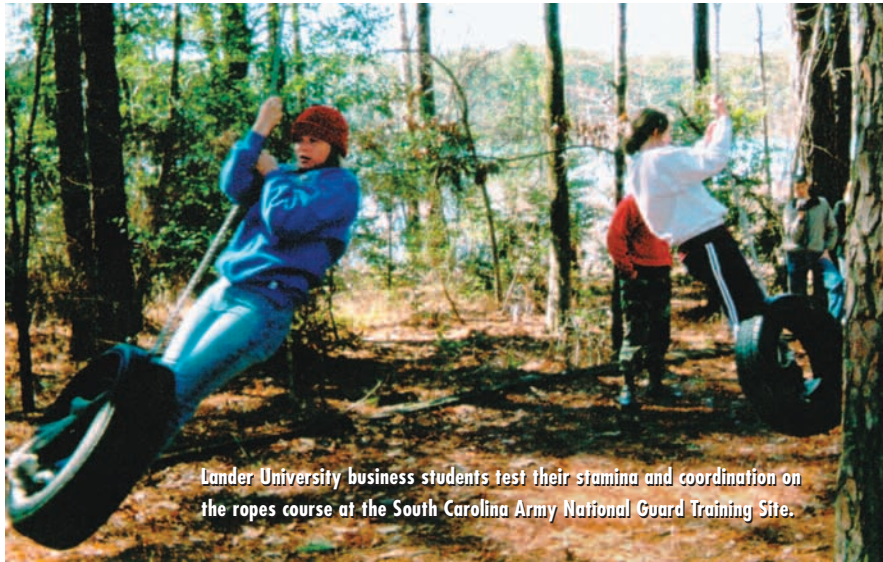
Students who earn 50 or more points are certified as Achievers. They're allowed to list their status on their resumes, which are packaged and distributed to local employers, and they also receive T-shirts and free admission to special Lander events. High Achievers—the top 20 point-getters—can attend Greenwood Chamber of Commerce events and network with local business leaders. They also qualify to test their physical abilities on the ropes course at the South Carolina Army National

## No 'A' for Affordability

School is too expensive in the U.S. That's the conclusion of a report issued by the National Center for Public Policy and Higher Education, which grades states on the performance of private, public, four-year, and community colleges. Two years ago, the country received a D in affordability; this year, the grade was F. California, the state with the highest grade, only received a B ranking. Only two other states—Utah and Minnesota—received higher than a D grade.

The report, called "Measuring up 2004," rates affordability partly by measuring college costs against the average family income on a state-by-state basis. In some states, college today costs more than 30 percent of family income, compared to about 25 percent of family income a decade ago. While some states have done a better job of preparing students for college—by increasing the number of students taking advanced math and science classes—higher education still has failed them by making it harder for these students to pay for a college degree, the report says.





Lander University business students test their stamina and coordination on the ropes course at the South Carolina Army National Guard Training Site.

Guard Training Site, an exercise that fosters team building, leadership, and self-esteem among the students.

The five seniors who earn the most points attend a free, two-day career development workshop and employment retreat in Greenville, while the top two point-getters participate in a mini-internship in Atlanta. The various rewards were recommended by students.

During the next phase of the program, the school plans to develop even stronger relationships with local and regional companies, says Anthony Santella, one of the architects of the program. He is also a visiting instructor of information systems and has a background as a corporate consultant. He notes that Enterprise Rent-a-Car has made a commitment to help with job retreats in Greenville and other components of the program.

Santella believes that the program helps prepare students for the realities of the job market. "Most schools of business focus on academic high achievers because they are the easiest to identify and motivate using traditional classroom techniques," he comments. The AAPP not only concentrates on students' ability to learn, as represented by their grades, but also evaluates how well they apply their acquired knowledge.

## Florida Bound

The new world headquarters of AACSB International will open in Tampa, Florida, on November 29. The physical move will begin on Friday, November 19, and continue through the week of November 22. To minimize inconvenience to members, the move was scheduled to take place over the Thanksgiving holiday, when the office was scheduled to be closed on Thursday and Friday.

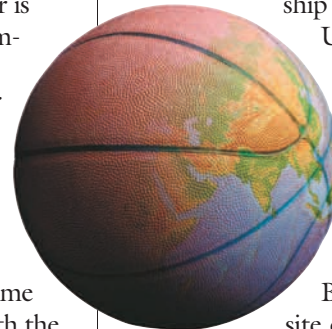
While staff is in transit, members and others will be able to reach some AACSB staff members by telephone. The St. Louis telephone number is 314-872-8481. The Tampa number is 813-769-6500, and the office address is 777 S. Harbour Island Boulevard, Tampa, FL 33602. Urgent calls to either number will be forwarded to appropriate individuals, or staff operators will take messages. E-mail addresses will remain the same for staff members who move with the association. For additional staff contact information, visit the Web site at [www.aacsb.edu](http://www.aacsb.edu).

The AACSB computer system will be down only on November 19 and 20, with full access expected to resume on November 21. However, the full Tampa staff complement will not be in place until November 29.

## Sports and Business—On a Global Scale

Sports and business have a long history—and the newest component to be added to the mix is a global perspective. The Stillman School of Business at Seton Hall University, South Orange, New Jersey, has partnered with the People's Republic of China to establish the Beijing Sports Bureau–Seton Hall University Research Exchange Center for Sport Economics and Business. Under the agreement, the Stillman School's Center for Sport Management will develop its first international Executive MBA and Executive Certificate programs. Academic research and nondegree professional development programs are also being planned—and an international basketball game might not be far behind.

The collaboration is a natural one for Seton Hall, according to Ann Mayo, director of the Center for Sport Management. Not only does the school have a 20-year relationship with Beijing's



University of International Business and economics, but Beijing also will be hosting the 2008 Summer Olympics.

In addition, Beijing will be the site of this year's Asian Cup Games for FIFA (the Fédération Internationale de Football Association).

As for that basketball game between Seton Hall and a Chinese university? "Part of the contract calls for playing collegiate basketball or hosting clinics that may advance college basketball in China," says Karen

E. Boroff, dean of the Stillman School. “This point is particularly important to the Beijing Sports Bureau, and we look forward to exploring the option further.”

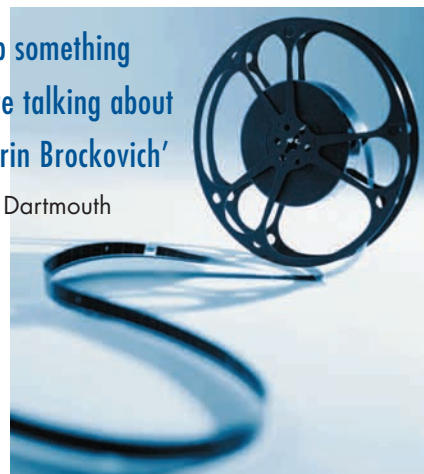
## “The Corporation” Goes to B-School

**B-school professors who like to bring** popular culture into the classroom have a new tool in “The Corporation,” a Canadian film that examines the historical rise and current powerful status of corporations. Among the issues the film tackles are corporations’ impact on the media, the natural environment, politics, and the law—issues that come up in management classrooms as well.

For instance, at New York University’s Stern School of Business, the required freshman ethics course called “Business and Its Publics” examines connections between business, society, and politics. Sally Blount-Lyon, dean of Stern’s Undergraduate Business College, plans to show portions of the 145-minute movie to this class. She says, “I feel a huge obligation, when teaching undergraduates, to give them an intellectual education. We have a responsibility at the undergraduate level to make sure students are not just setting themselves up to have a profitable career—that they are not just analysts or technicians—but that they are real thinkers about the problems of the institution.”

Paul A. Argenti, professor of management and corporate communication at Dartmouth College’s Tuck School of Business, Hanover, New Hampshire, also plans to show the movie to students. Then he’ll tell them, “This is what some people think about business. You’re spend-

“Typically, I’ll show a film that sums up something we’ve been discussing in class. If we’re talking about environmental issues, I might show ‘Erin Brockovich’ or ‘A Civil Action.’” —Paul A. Argenti, Dartmouth



ing two years pursuing the high end of capitalism, but here’s the way the rest of the world perceives you.” Argenti has written frequently about how business is portrayed in literature and film, and he notes that most pictures are negative. “I’m not sure why,” he adds. “I think business is no worse than any other profession, but perhaps because it’s so powerful, people keep poking at it.”

While he calls “The Corporation” a fascinating movie, he thinks it’s over the top when it claims that, if corporations were human beings,

they would be classified as psychotic. Nonetheless, he thinks students will appreciate the film as they examine it in the context of the strategy and corporate communications lessons they’ve already learned.

Both Blount-Lyon and Argenti consider movies excellent vehicles for

## Boot Camp for Entrepreneurs

Would-be entrepreneurs from the University of Washington in Seattle had a chance to learn all about starting their own businesses when they attended an entrepreneurship boot camp this fall. Students from all disciplines signed up for the weeklong program held at the Business School’s Center for Technology Entrepreneurship.



On the first day, students learned how new companies are created and marketed, as well as how to write a business plan and present it to venture capitalists. During the rest of the week, they learned about competitive analysis, intellectual property, and securing capital. Boot camp instructors included faculty members from the Business School, College of Engineering, and School of Law, as well as local venture capitalists. Students also took a day trip to Pacific Northwest National Laboratory and talked with researchers about current technologies that allow new products to be commercialized.

Learning about constitutional law, computer science, and engineering will help these students become successful entrepreneurs, believes Christopher Klemm, the center’s director. “In just a week, students with no background in free enterprise immersed themselves in the fundamentals of new business creation and became capable of turning their existing creative ideas into real-world, for-profit businesses,” he says.

## LEADERSHIP LESSON #12: EXCEED YOUR EXPECTATIONS

communicating with students. Says Argenti, who frequently uses films and literature to show students how people view business, “Typically, I’ll show a film that sums up something we’ve been discussing in class. If we’re talking about environmental issues, I might show ‘Erin Brockovich’ or ‘A Civil Action.’ If we’re talking about labor issues, I might have them read *The Jungle* or watch Barbara Kopple’s ‘American Dream,’ which is about a strike at Hormel. I think movies resonate with students. They’re very interested in popular culture.”

Blount-Lyon has used media clips of Peter Drucker interviews and screenings of the UAW/General Motors negotiation film “Final Offer” to create drama in the classroom. “When a movie is done right, it can help get dialogues and issues and lessons into the classroom faster and more vividly than any reading or lecture,” she says. “These kids grew up on TV. They won’t sit still for just a lecture.”

Examinations of corporate life in popular culture are likely to continue given that—as Blount-Lyon says—“the corporation is and will continue to be the dominant social institution of the 21st century.” Argenti believes that the *two* most important institutions of this era are corporations and nongovernmental organizations. “Organizations like MoveOn.org and Global Exchange are very powerful, and they’re better communicators,” he says. “Corporations have to become more like politicians in how they communicate.”

More information about “The Corporation” can be found at [www.zeitgeistfilms.com](http://www.zeitgeistfilms.com). A teacher/discussion guide can be found at [www.zeitgeistfilms.com/corporation](http://www.zeitgeistfilms.com/corporation).



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## SHORT TAKES

### NEW DEANS AND FACULTY

■ **Paul M. Bobrowski** has been appointed dean of the Auburn University College of Business in Alabama. He was most recently associate dean of masters programs at Syracuse University's Martin J. Whitman School of Management.

■ **Sanjay B. Varshney** has been appointed professor and dean of the College of Business Administration at California State University in Sacramento. Previously, he served as dean of the School of Management at the State University of New York Institute of Technology.

■ **Melvin T. Stith** has been appointed dean of the Martin J. Whitman School of Management at Syracuse University in New York. He was previously dean of the College of Business at Florida State University. He will begin his new position in January, just as the school is slated to move into a new building.

■ **John Seybolt** has been named the new dean of Melbourne Business

guard Chair in Business. Saudagaran is the former head of the School of Accounting at Oklahoma State University. He received the 2004 Outstanding Educator Award from the American Accounting Association's International Accounting Section.



■ **John C. Gardner Sr.** has been named dean of the College of Business Administration at the University of New Orleans in

Louisiana. Gardner is a professor of accounting and has served for the last eight years as dean of the College of Business Administration at Oakland University in Rochester, Michigan.

■ **W. Royce Caines** has been named dean of the College of Business and Public Affairs at Lander University in Greenwood, S.C. He succeeds Douglas Grider, who has taken a faculty position at the University of Arkansas-Fort Smith.

■ **Lynda Y. de la Viña** has been named interim dean and Peter Flawn Professor of Economics at the College of Business at The University of Texas at San Antonio College. She is the first woman and first Hispanic to serve as UTSA College of Business dean and the only female Hispanic business dean in the University of Texas System. Previously, de la Viña served in various positions at Johns Hopkins University.

■ **Glyn W. Hanbery** is now serving as interim dean of the University of Denver's Daniels College of Business in Colorado. Hanbery has served as associate dean of academic programs at the school and previously served as

director of the School of Accountancy. This is his second appointment as interim dean of the College, as he held the position prior to the hiring of the most recent dean.

■ **Reena Aggarwal** has been named interim dean of the Robert Emmett McDonough School of Business at Georgetown University in Washington, D.C.

### PROGRAMS

■ The Department of Management at **Worcester Polytechnic Institute** in Massachusetts is introducing two new graduate degree programs in fall 2004, a master of science in information technology and a master of science in operations design and leadership. They will be taught at WPI's Worcester campus and online via the university's Advanced Distance Learning Network.

■ **Florida Gulf Coast University** has established the Lucas Institute for Real Estate Development and Finance

to provide educational programs for the master planned community and large-scale real estate development industry. A gift of \$2 million from David and Linda Lucas will be matched by the state of Florida for a total of \$4 million in funding for the Institute. The Institute will be part of the College of Business's Center for Leadership & Innovation. David Lucas is a member of the FGCU Board of Trustees and chairman of the Bonita Bay Group, a leader in the field of planned communities.

■ Next August, the **Yale School of Management** in New Haven, Connecticut, will launch The Yale MBA for Execu-



School in Australia. Seybolt was most recently senior vice president and distinguished

professor of management at Thunderbird, The Garvin School of International Management, in Glendale, Arizona. He takes his new position November 2.

■ **Shahrokh M. Saudagaran** has been named dean of the Milgard School of Business at the University of Washington, Tacoma. He also holds the Mil-



tives: Leadership in the Healthcare Sector. The program combines the resources of the School of Management with those of the Yale School of Medicine. The two-year program is aimed at professionals from all sectors of the health care industry, including those in pharmaceutical, biotech, managed care, hospital, consulting, insurance, policy, and regulation fields.



■ **EAE Business School** of Barcelona, Spain, has created the Business Angels School to support the foundation of new companies in new

business areas of growth and sustainability. Designed for private and potential investors, the school offers a program that focuses on how to make direct investments in unquoted companies. According to officials at EAE, private investment is difficult when participants do not understand the whole process or do not understand how to co-exist with others in the investment chain, such as businesspeople, advisers, mentors, and facilitators.

■ **IESE Business School** of the University of Navarra will be offering its Advanced Management Program (AMP) in Germany starting in April. The intensive program for senior business leaders will be held in Munich at the Siemens Forum conference center, with opening and closing modules held at IESE's campus in Barcelona, Spain. The AMP in Munich is tailored to meet the needs of international firms operating in Germany and Central Europe and will focus on issues such as globalization, innovation, entrepreneurship, digitalization and the Internet, and business process outsourcing.



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## SHORT TAKES

■ The **University of Texas** at Austin's McCombs School of Business will start an MBA program in Houston to begin in August 2005. The Texas MBA at Houston will be a two-year, part-time MBA conducted on alternating weekends and designed for working professionals. Classes will be taught by McCombs faculty and follow that school's curriculum.

## GRANTS AND DONATIONS

■ The **University of Michigan** in Ann Arbor has received a \$100 million gift from real estate magnate Stephen M. Ross, chairman and chief executive of the Related Companies. The donation is the largest in the school's history. As a consequence, the university's board of regents has voted to change the name of the business school to the **Stephen M. Ross School of Business**. Ross, who earned a bachelor's degree from Michigan's business school, is the developer behind the \$1.7 billion Time Warner Center in New York City.

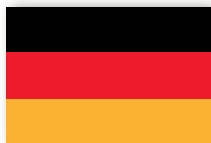


■ More than \$4 million in donations have recently gone to create special positions at the **Argyros School of Business and Economics** at Chapman University in Orange, California. A \$1.5 million gift has endowed the C. Larry Hoag Chair in Real Estate, and another \$1.5 million gift has endowed the R.C. Hoiles Chair in Business Ethics and Free Enterprise. In addition, a gift of \$1.5 million has created the Robert J. and Carolyn A. Walthos Jr. Deanship.

■ The **University of Houston** Bauer College of Business has received a \$1 million endowment—the largest ever given to the school on behalf of an alumnus by any company—from Compass Bank. It will establish the Charles E. McMahan Chair in Accountancy & Taxation. A national search is being conducted to fill the chair.

## COLLABORATIONS

■ The Fuqua School of Business at **Duke University** in Durham, North Carolina, and **Frankfurt University's** Goethe Business School have completed a memorandum of understanding that establishes a dual-degree, 22-month executive MBA program for working executives. The program, named the Duke Goethe Executive MBA program, will begin in May 2005 with an anticipated class of 45 to 60 students drawn predominantly from Germany and surrounding countries.



■ The Belk College of Business Administration at the **University of North Carolina** in Charlotte will coordinate activities for the new North Carolina Health Insurance Innovations Commission. The commission has been established to address two key issues: access to affordable health insurance for the state's small businesses and management of high cost/high frequency medical conditions.

■ **Melbourne Business School** in Australia has begun talks with **Beihang University** in Beijing, China, to discuss being China's first foreign educational institution to provide an accredited postgraduate master's program in

marketing. It will be the first time in Melbourne Business School's history that a postgraduate degree will be offered outside of Australia. The 16-month part-time degree is scheduled to admit its first students in May 2005. Once accredited by the Chinese government, it will be taught by a combination of professors from both schools. Students will graduate with a degree from The University of Melbourne.

■ **Singapore Management University** and The Wharton School of the **University of Pennsylvania** have added a three-year extension to their original five-year collaboration, which began in 1999.

■ The Tepper School of Business at **Carnegie Mellon University**, Pittsburgh, Pennsylvania, has joined the Forté Foundation, an international consortium of top business schools, major corporations, and nonprofit organizations dedicated to increasing the number of women leaders in the business world. As a result of joining in this partnership, The Tepper School will increase its efforts to recruit women to pursue MBAs at Carnegie Mellon by improving scholarships, networking, and mentoring opportunities.

## HONORS AND AWARDS

■ Three distinguished accountants have been elected to the Accounting Hall of Fame, located at the Fisher College of Business at The Ohio State University in Columbus. The 2004 inductees are **Dennis R. Beresford**, former chair of the Financial Accounting Standards Board; **Gerald A. Feltham**, accounting theoretician; and the late **William J. Vatter**, professor and writer on cost accounting and related subjects.

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■ **Rajaram Veliyath**, a professor in the department of management and entrepreneurship at Coles College of Business, Kennesaw State University in Georgia, is participating in the Fulbright Scholar Program this fall. At the Indian Institute of Management in Kozhikode, he will teach international business and collaborate in developing material in strategic management.

■ **Donald Lichtenstein** has received the 2004 Fordham Lifetime Achievement Award in Behavioral Pricing Research. He is professor of marketing at the Leeds School of Business at the University of Colorado in Boulder. The award is presented annually to an individual who has made significant research contributions in understanding how consumers respond to pricing.



Research. He is professor of marketing at the Leeds School of Business at the University of Colorado in Boulder. The award is presented annually to an individual who has made significant research contributions in understanding how consumers respond to pricing.

■ **Gary D. Libecap** has been named 2005 Hoover National Fellow by the Hoover Institution on War, Revolution and Peace at Stanford University. Libecap is professor of economics and law at the Eller College of Management, University of Arizona in Tucson. He is also Anheuser-Busch Chair of Entrepreneurial Studies and director of the Karl Eller Center for the Study of Private Market Economy.



■ **Robert A. Jarrow** will be inducted into the Fixed Income Analysts Society Hall of Fame in November. Jarrow is the Ronald P. and Susan E. Lynch Professor of Investment Management and professor of finance and economics at Cornell University's Johnson Graduate School of Management. The award recognizes his lifetime achievements in the field of fixed-income securities and portfolios.

## OTHER NEWS

■ The Academy of Management has named **James Bailey** the new editor of *Academy of Management Learning and Education*, one of its four journals. Bailey is a professor of organizational behavior and development at George Washington University's School of Business and research fellow at its Graduate School of Education and Human Development. He previously served as an associate editor for the journal.

■ **Kate Klepper** has been named executive committee treasurer of The Forté Foundation, a consortium of leading corporations, business schools, and nonprofits dedicated to increasing the number of women in business leadership positions. Klepper is dean of admission at the F.W. Olin Graduate School of Business at Babson College, in Wellesley, Massachusetts. **Z**



Let the rest of the world fawn over the recent Google IPO or wait anxiously for the latest market reports on CNBC. That's simply not Jim Goodnight's style. As CEO of software company SAS (pronounced "sass"), Goodnight doesn't want to be forced to respond in lockstep to the price of oil or an uptick in interest rates. This attitude has led him to resist going public ever since he and partner John Sall founded the company in 1976.

Today, Goodnight and Sall remain the only private stockholders in SAS—Sall owns one-third of the company, and Goodnight, two-thirds. With no other shareholders to appease, the only numbers Goodnight needs to keep his eye on are these: the company's phenomenal 98 percent customer renewal rate, its negligible employee turnover rate of around 3 percent, and its global sales of \$1.34 billion.

SAS, headquartered in Cary, North Carolina, is the largest privately held software company in the world, and 14th largest overall. It boasts 4 million users of its data warehousing and data mining software, 10,000 employees, and a CEO who has turned customer loyalty and employee satisfaction into an art. For example, Goodnight requires that all customer suggestions for product improvements be recorded. Those suggestions are reviewed annually and placed on a survey for customers to rank. The suggestions that make the top ten usually make it into the next product upgrade.

In addition, when the recent economic slowdown moved many companies to slash jobs to increase the bottom line and pump up stock prices, SAS not only resisted layoffs—it continued to hire. While many companies are reporting decreased earnings, SAS has seen 27 straight years of revenue growth. And at a time when many companies are reducing health benefits and requiring more overtime, all SAS employees enjoy a 35-hour workweek, unlimited sick leave, free on-site health care, day care, fitness center, car detailing, and a heavily discounted country club membership.

In addition to these larger perks, they also receive free M&Ms every Wednesday, a holdover from a time when SAS was much smaller and free candy was a fun, affordable way to show employees they mattered. Now that the company has grown, it spends \$45,000 annually on 22 tons of M&Ms for its employees.

"M&Ms have become something of an icon representing SAS' corporate culture, but that was just a fun tradition we hung onto over the years," says Goodnight. "It represents a mindset we have. From the earliest days of the company, we wanted to create an environment similar to the university, where you have the freedom and flexibility to be creative." Not surprisingly, that mindset has landed SAS on FORTUNE's "100

# Corporate Return Culture

It's fine for business students to know how to crunch the numbers, says SAS CEO **Jim Goodnight**. It's more important, however, that they understand IT, appreciate the value of human capital, and have plenty of good, old-fashioned common sense.

by **Tricia Bisoux**

Best Companies to Work For" seven years in a row; the company was also featured on "60 Minutes" and "The Oprah Winfrey Show" as a great place for employees.

In addition to focusing on employee well-being, Goodnight places great value on providing educational opportunities that ensure that students grow up to be comfortable with technology. He has opened Cary Academy, a technology-oriented school for middle school and high school students. *SAS inSchool* provides online resources to help teachers teach technology to their students more effectively. The company's Campus Innovation Grants Program and the SAS Academic Initiative also provide grants and other incentives to students and educators.

Goodnight believes many executives are too obsessed with short-term numbers-based management. With their eyes only on the short term, they fail to recognize and cultivate long-term opportunities such as research and development, employee and customer longevity, and education for the next generation. Creating a company where good customers never want to leave and great employees never want to quit is Goodnight's simple formula for success. And foresight, he maintains, is one of the most important skills in a business leader's repertoire—and perhaps one of the most underutilized in business today.

**You were a full-time professor at your alma mater, North Carolina State University, from 1972 to 1976 before officially incorporating SAS. Why did you want to make the leap from academia into starting your own company?**

While working on my graduate studies in statistics, I became involved with the project at NCSU that launched SAS. The original SAS grew out of a grant to focus on software to analyze agricultural data. From there, we started getting inquiries from insurance and pharmaceutical customers. When we got up to 110 customers, we decided to take the business off the campus and incorporate. It was very risky, but we knew that we had something special—but in no way could we predict that it would be this successful.

**In SAS' first years, you kept a pretty low profile, but in recent years you've placed yourself and SAS in the spotlight through print and television interviews. As business students prepare to assume executive positions, should they also be prepared to play more public roles for companies than top executives may have played in the past?**

In 1976, SAS was too small to attract much attention, and our marketing budget was relatively small. Unlike CEOs who ran the high-tech startups of the '90s, I chose to focus our dollars and effort on R&D and quality assurance instead of seeking out huge venture capital infusions to buy ad space during the Super Bowl.

But SAS has generated more interest since it crossed the \$1 billion revenue mark, and new competitive pressures have also made it clear that we need to make more noise about our company and products. As the public face of SAS, I know it's my job to be visible and available to the people who drive our business. There's no substitute for meeting with employees and customers face-to-face. And as the company's revenue and worldwide presence grow, so does my public role and so do the roles of all our executives.

**There are many advantages to being a privately held company—specifically, you run the show and don't have to answer to a board! How—and why—do you resist the pressure to go public, especially when many analysts argue that a company with a growth rate such as yours can't survive forever as a privately held company?**

We considered going public during the technology boom of the '90s when tech companies were so overvalued and tiny competitors were grabbing headlines in the media. We



didn't need the cash, but brand visibility was becoming an issue—not to mention that a few of our employees were lured away by stock options.

Even so, a few years ago, in one of our annual surveys of employees, 87 percent said they did not want us to go public. They've seen that during the economic downturn, we've been hiring while public companies have been laying off. We are in a strong position because, as a private company, we have the luxury of thinking long-term. We can focus on building new opportunities, rather than worrying about pleasing shareholders with quarterly earnings reports. My thinking—and the thinking of many of my publicly traded peers—is that if you don't need the money, don't go public.

**Your employees receive so many benefits, the least of which is free M&Ms in the office! When—and why—did you decide to put so much emphasis on employee satisfaction and view such benefits as a means to increase, rather than cut into, company profits?**

So many organizations foster environments that actually defeat their own interests. For example, halfway through my master's degree program, I decided I was ready for a new challenge. So, I took a job in Florida for a government contractor that was building the electronic communications equipment for the ground stations supporting the Apollo space program. We were crammed into tiny cubicles and had to pay for every cup of coffee. It was noisy and hard to concentrate. People can't do their best creative work in that kind of environment.

Providing benefits that reduce the day-to-day concerns and distractions of life allows employees to give their best at work. When employees see themselves as instrumental to the company and know that they are valued, they are dedicated. Happy, dedicated employees make happy customers. Happy customers are loyal customers, and that has proven to be the core of our business success.

**Why do you think more companies don't make that link between employee satisfaction and increased productivity and profits?**

They don't make the connection because they only see employee benefits as costs that show up on the balance sheet. At many companies, the focus is not on the employee or the customer, but on the shareholder. The outlook is not for long-term growth, but for the next quarter. In today's Wall Street-driven business environments, I think it's difficult for


many people to see how employee turnover rate or employee morale can impact a company's performance over a long period of time.

Because we put employee-oriented measures in place long ago, we have the benefit of years of experience to show that the long-term benefits far outweigh the short-term costs. Most companies don't know how to represent that kind of return in their annual reports.

It also comes back to the fact that I don't need to justify SAS' benefits to thousands of shareholders. But those who must justify their benefits should consider reporting performance management measures in addition to the black-and-white revenue and expense data. They should tell their shareholders what they're doing in areas such as employee and customer satisfaction, customer retention, and product quality and explain why those areas are important. There's more to think about than just growing profits every quarter, but most companies don't do an adequate job of communicating those other factors.

**Earlier you mentioned the fact that so many public companies have had to resort to layoffs. Business students, of course, have observed these trends in the technology sector over the past few years—the outsourcing, offshoring, and downsizing of jobs—and are wondering whether IT is still a secure career choice. Are their concerns well-founded? What, if anything, would you say to reassure them that IT is a rewarding career to pursue?**

For a career in technology—be it programming, sales, or marketing—students have to accept the fact that there will be downturns, just as every market has downturns. But they



**“MBA programs that take IT out of the basement and into the boardroom are moving in the right direction. Executives who know how IT can enable their organizations truly have a competitive advantage.”**

need to know that IT is constantly evolving and, more than ever, opportunities are global. Companies—particularly global ones—have to serve the needs of their customers wherever they are, which can often mean providing sales and marketing support in international markets. It also means placing R&D where the customers are and partnering with local companies to develop

products that conform to local languages and standards.

I think that more than any other profession, IT requires you to be prepared to work and think on a global, rather than regional, scale. Students who can do that will be able to weather the downturns when they come.

**For your part, you’ve resisted outsourcing jobs to India and other parts of the world, but you’ve also said that this trend is an inevitable part of globalization. How do you think business schools and business students can best prepare themselves to survive and thrive in an outsourced IT economy?**

I think globalization is inevitable. We’re hiring more R&D staff in India, but we’re also hiring more IT staff all around the globe. We see great potential for our software and solutions in India, China, Japan, and Korea, so an R&D presence in Asia just makes sense. We already have several R&D facilities outside the United States. I believe we’ll see a trend toward salary equalization that will eventually reduce the current trend that has companies outsourcing just to save on labor costs.

Again, the best thing business schools can do to prepare their students is to encourage them to look beyond their own backyards. Globalization has opened the world for many opportunities, and schools should encourage their students to take advantage of them.

**When you look at the way business schools approach designing and delivering their IT programs, what do you see as their biggest successes and their biggest flaws?**

I would like to see more focus on customer relationship

management and what specific technologies, such as marketing automation and analytical applications like data mining, can do to enable the concept.

This is an age of increasing corporate accountability, when organizations are spending millions on hardware and software solutions. People are remiss to think that top executives should not know what they are purchasing and how those technologies can enable them to outperform their competition.

MBA programs that take IT out of the basement and into the boardroom are moving in the right direction. Executives who know how IT can enable their organizations truly have a competitive advantage.

**As you well know, there has been a heightened attention on corporate governance, which has caused many corporations to create codes of conduct, become more transparent, and even purchase specialized records management software to meet the standards set in place by the U.S. Sarbanes-Oxley Act of 2002. In the end, do you think Sarbanes-Oxley is a blessing or a curse to business?**

Well, smart businesses will turn Sarbanes-Oxley into an opportunity to learn more and improve their business processes. It’s true that the shortened reporting deadlines and massive amounts of disparate data that the majority of organizations are faced with are daunting, but this same data can be used to gain customer intelligence, reduce fraud, and optimize partner and supplier relationships.

The corporate transparency that Sarbanes-Oxley requires will give CEOs a bigger picture of their organizations. They can then use that information to make more intelligent business decisions, reduce costs, and improve the top line.

**Managing “massive amounts of data” does seem to be a mainstay of business—and it only promises to get worse. How do you think business schools should approach teaching information management to students?**

Sarbanes-Oxley and other new regulations will create a new layer of overseers and paper pushers within organizations. But it will also drive integration between IT and business leaders. Regulatory compliance will require sophisticated integrated computing systems and data to give a complete view of financial performance from all areas of an organization. Business schools should develop leaders who understand not only business issues, but also the technological requirements to run the business efficiently.



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**“Can you teach common sense?**

If there's a secret to SAS' success, that's it. Follow common-sense rules: Make sure revenues are greater than expenses. Keep your customers happy. Value your employees, because they are the intellectual capital of your company.”

That doesn't mean that executives should be computer programmers. But just as they should have a basic understanding of accounting principles, the next generation of business execs should understand information technology concepts such as infrastructure requirements, data quality and integration, business analytics, and market channels.

The more students know about data management and analytical technologies, the better. Again, students don't have to know all the technical details, but they must understand how the technology works for business on a broad level. That understanding will empower future business leaders. Once you understand how analytics tie into risk management, and how risk management ties into customer relationship management and performance management, then you will have the intelligence you need to make the right business decisions.

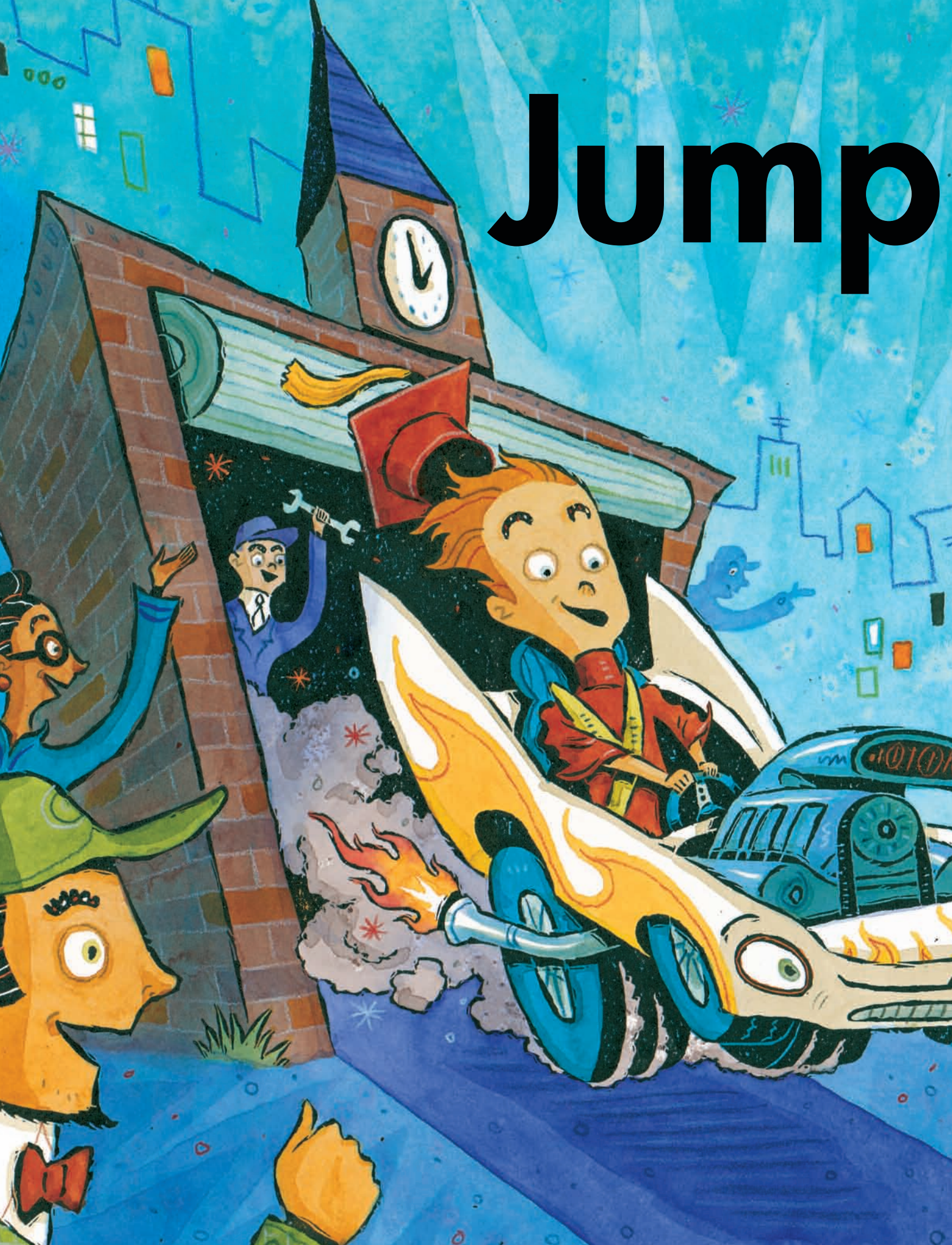
**As the CEO of SAS, you've been known to take on a marketing or R&D project to stay connected to company operations. Only recently, you helped develop SAS' new Anti-Money Laundering product—not the type of project a CEO usually tackles. What skills do you think business students most need to become such “hands-on” types of leaders?**

Can you teach common sense? If there's a secret to SAS' success, that's it. Follow common-sense rules: Make sure revenues are greater than expenses. Keep your customers happy. Value your employees, because they are the intellectual capital of your company. If you keep these things in mind, while you may not grow your profits every quarter, you will grow your business over time.

And while it's important for any CEO to get out into the field and hear firsthand what customers are thinking and see firsthand what competitors are doing, it's equally important to stay involved in the day-to-day operations. I still play a very active role in our R&D department, because it's a great way to hear employees' concerns and ideas. Rolling up your sleeves and getting involved—that's still the best way to stay in touch with the business. **Z**



# Jump



# -Starting the Job Search

**T**he job-hunting woes of business graduates—and those of the career development staff who advise them—have loomed large in a tight job market. Most career services professionals agree that the heyday of multiple job offers and signing bonuses are over; gone are the days when the role of a career services office (CSO) was mostly to match students to the job openings already pouring in. Today, an impressive resume is no longer a guarantee of employment; and what worked for business graduates five years ago may not work for the Class of '05.

“Before, the main job of a career services professional was to counsel a student on which offer to accept,” says Pedro Gonzalez, director of MBA Career Services at Drexel University’s LeBow College of Business in Philadelphia, Pennsylvania. “Now, it’s to help them discover an interest, find a company, prepare for an interview, and even get that first job offer.” As a result, the length of the counseling relationship has been dramatically extended. A career advisor once may have had only a few interactions with students, most during the last few months before graduation. Today, the career counseling relationship is ongoing, lasting from the time students’ applications are accepted to long after they graduate.

Even now, as the job market emerges from its stubborn deep freeze, career services professionals have found that while employers are regaining their optimism, they are maintaining caution when it comes to hiring. Companies don’t want to train “fixer-upper” applicants or waste time interviewing candidates who aren’t their dream hires.

“There was a time when companies were more willing to train people,” says Jessica Rubingh, career management center director for the Rotterdam School of Management at Erasmus University in The Netherlands. As a former recruiter for Deloitte & Touche, she knows what students are up against. “These days, recruiters are more selective and specific in what they’re looking for. In recruiter-speak, we talk about ‘the sheep with five legs.’ That’s what recruiters demand now—the ideal candidate who meets their criteria perfectly.”

This new attitude among employers poses a challenge even to the most creative career services professionals. Still, many who work in career services say that today’s competitive market has energized the profession, transform-

When recruiters won’t settle for “second-best,” how do career development offices deliver candidates who are prepped, poised, and practically perfect? They market aggressively, promote persistently, and argue persuasively for students to get a jump on the job hunt — sometimes before classes even begin.

by **Tricia Bisoux**

illustrations by Adam McCauley



“Their goal is to maintain relationships with companies and to keep INSEAD’s brand out there.

We want them to think of INSEAD first when they have recruiting needs.”

—Claire Lecoq, INSEAD

ing it from what was once almost an afterthought for business students into an integrated part of their curriculum. As a result, they say, students are developing the skills not only to find their first jobs after graduation, but to advance their professional development for the rest of their lifetimes.

### Corporate Relations

Not surprisingly, corporations aren’t just being selective with the job candidates they’ll consider; they’re also cutting back on the number of campuses their recruiters visit. No longer willing to stretch resources to screen students at 50 different campuses, employers prefer instead to focus their recruiting efforts on only a handful of schools they know will provide them with quality hires. That leaves CSOs vying for fewer slots on recruiters’ calendars and their students vying for fewer openings.

For many CSOs, the solution has been to focus less on job placement and more on corporate relationships, with many offices going on the all-out offensive. The word among career services professionals is “outreach,” and the goal is “building relationships,” says Jay Irvine, business undergraduate placement coordinator at Brigham Young University in Provo, Utah. Only by actively maintaining current corporate

relationships and developing new ones can a business school hope to garner a top spot on a recruiter’s itinerary.

As a result, many career services offices—even those with very few staff—are dedicating at least one or two staff members solely to corporate relations. Their job is to stay in contact with recruiters, update job and contact information, and discover just what qualities companies are looking for in students this year. Many career services professionals are increasing their travel time and visiting companies throughout the year to stay in contact, learn their needs, and keep the school’s name and students on their priority list.

The MBA Career Services department for INSEAD’s campuses in Fontainebleau, France, and Singapore has hired new staff, many of whom are dedicated solely to corporate



# Business Unusual

The career services office takes on a new character at the Robert H. Smith School of Business at the University of Maryland.

By V. Scott Koerwer and Cherie A. Scricca

It was 2002 and our administrative staff at Robert H. Smith School of Business in College Park, Maryland, was re-examining its approach to placing its MBA graduates. At the time, our students were ranked 16th by recruiters in *The Wall Street Journal* and 43rd by *U.S. News & World Report*. We were facing another year of dim prospects for the MBA job market, growing uncertainty about the value of the MBA, and, understandably, an increasingly demanding and anxious MBA graduating class.

In such circumstances, the school’s administrative team knew that “business as usual” was unlikely to improve our standings—or the placement of our graduates. Our career counseling and placement functions were no longer effective in a market where too many MBA graduates were competing for too few jobs.

Furthermore, the Smith School had another disadvantage: While the university had had a business school for years, the Smith School had only been named and endowed since 1998. Career management offices at schools with well-established alumni and corporate networks could survive these economic downturns, but our connections still were not deep enough to satisfy our graduates’ job expectations. The Smith School, then, would have to take a different approach in its career management function.

In 2003, the Smith School decided to partner with Stanton Chase International (SCI), a global professional search firm headquartered in Baltimore, Maryland. The decision took our career services function in a completely new direction and led us to a solution that may serve as a model for MBA programs nationwide.



relations, explains Claire Lecoq, its director. “Their goal is to maintain relationships with companies and to keep INSEAD’s brand out there,” she says. “We want them to think of INSEAD first when they have recruiting needs.”

Corporate outreach is a special challenge to schools in regions of the world where companies have never made on-campus visits a priority, explains Maribel Arce, director of the CSO at INCAE in Costa Rica. “Under current Latin standards, local companies do not regularly recruit on campuses, nor do they plan executive development with sufficient anticipation. Traditionally, companies only recruit when a vacancy opens,” says Arce.

With her office’s efforts, however, that tide may be turn-

ing. When INCAE held its first on-campus job fair four years ago, only ten companies participated. This year’s fair drew 73 companies, says Arce, an improvement that denotes a possible change in mindset among Latin American employers.

The MBA Career Services office at LeBow College also is taking its corporate outreach one step further, says Gonzalez. The office is creating an employer advisory board that not only will help it better advise students, but also will keep the school in close contact with company representatives in a position to hire. The board isn’t meant to put pressure on any company to recruit on campus, explains Gonzalez. Rather, it’s an invitation for a company to share insight that will make LeBow graduates even stronger applicants.

“We tell companies that we understand that they represent an industry of our region and that we value them as experts in an area that typically hires MBAs. We ask them to provide us with advice on what we can do better as an MBA career services office,” says Gonzalez. Of course, Gonzalez admits that board members are also resources for more direct job-

### Choosing the Right Firm

Finding the appropriate partner to assist us in revamping our career services department was no easy task. We began our evaluation process by holding schoolwide meetings with students to hear their concerns and complaints about our existing placement services. Next, we held a series of strategic planning sessions with senior administrators, faculty, and students.

We quickly realized the problem with the Smith School’s Office of Career Management (OCM): It was in the wrong business. It was focused solely on job placement, interview practice, and resume-writing assistance, when its true focus should have been on cultivating present relationships with companies, creating new relationships with new companies, and marketing the entire school and its programs to the business community.

We sought out a partner that would help us develop a new model for OCM, adopt a new philosophy of career services, redesign our organizational structure, and refocus our goals. We were looking for a firm that would help us change our business model completely. We considered several firms, but most did not want to alter the way they did business and did not believe they could handle our volume of students in a short period of time. SCI met all of our criteria; more important, the firm was willing to help us build something that did not previously exist. For any business school considering a partnership with a professional search firm, this willingness to innovate must be a key consideration.

Business schools may also fear entering into such a partnership because it may seem as if they are surrendering their most valuable resources—their

employee and alumni contacts—to an outside party. However, the Smith School saw the partnership with SCI as an opportunity to provide more streamlined information to industry via career data on our graduating students. We would also be able to expand the professional employment prospects for graduates through SCI’s network and concentrate our efforts on relationship development that would benefit the institution as a whole.

### Mission: 100 Percent Placement

SCI’s interest in us was also straightforward. We offered members of the SCI team the opportunity to work collaboratively with a business school and take on the challenge of re-energizing our student job searches. If they succeeded in revitalizing our career services program,

*continued next page*

related information. “There is obviously an implied message to members of the board,” he adds. “Members know they’ll be relied on to help our students network, to bring in speakers, and to promote the name of our college.”

### Early Decision

To students, the phrase “early decision” once referred to applying to colleges before their regular admissions deadlines as a way to get a jump on the admissions process. Today, however, that phrase also refers to their job searches. The earlier students decide what careers they want to pursue, the earlier they can get experience in their chosen fields. And the more experience they have when they graduate, the more competitive they’ll be when it’s time to land a full-time position.

At Temple University’s Fox School of Business and Management in Philadelphia, career development starts before students begin their courses, explains Debbie Avery, assistant dean. “Before students arrive, we send each of them a brochure on what career development is, how our office works, and how career development is integrated into the curriculum,” says Avery. “We give them a four-year plan, so they’ll know what to do once they start their classes.”

With an earlier timetable at work, students also often need

help pinpointing their own interests much earlier than ever before. Irvine of Brigham Young University notes that many career services professionals have moved to an “early career planning concept” to get students prepared for the job hunt as soon as possible.

“Students need to learn about the job market sooner. And not only do they need to know they’re interested in business, they need to further specify that they’re interested in banking. Then, they not only must know that they’re interested in banking, but they also must be prepared to speak intelligently about what they want to do in banking,” Irvine says. “Employers want students to be very specific. It’s our role as placement professionals to make this happen.”

As if this weren’t pressure enough for students, more employers are now also relying on internships more extensively as a pre-screening process for full-time positions. To find the right position after graduation, students may have to work in not just one, but multiple internships, so that they can be seen by more than one company. Moreover, companies are expecting applicants for those internships—who are often undergraduates in their sophomore or junior years—to have job-related experience.

“We have some investment banking firms come in and

we also would give them a unique case study to add to their portfolio and a new facet to add to their consulting business. Their goal was to achieve 100 percent placement of all students seeking employment after graduation.

The Smith School provided SCI with office space equipped with a phone, computer with Internet access, and a fax machine. SCI assembled and deployed a veritable “SWAT” team of consultants for a three-month placement blitz for the 2003 graduating class. The firm used individual and team counseling, training seminars, existing SCI and Smith School employer relationships, and students’ personal networks to develop an aggressive yet focused career search strategy customized to each student. After arranging one-on-one meetings with each student, SCI staff grouped the students by industry. To formalize the

process, all students signed contracts verifying their understanding of our expectations, the challenges ahead, and their commitment to working with SCI. SCI staff also required students to chart their progress in completing each career-planning task. In this way, the students were accountable for their own professional development.

Finally, SCI helped the school revamp its OCM. The office now follows a new model that streamlines its staff duties and eliminates its traditional career counseling function. Instead, today’s OCM now has four primary functions:

- It offers reduced fee-for-service professional coaching.
- It creates a professional development program.
- It incorporates an account management function, which helps better track OCM’s outreach efforts to the school’s

customers and the community.

- It invites professionals with the knowledge, skills, and experience to assist students when needed.

Most important, we shifted OCM’s focus away from career management as an extension of the academic program. OCM has moved from being an office led by an assistant dean with an academic title and background, to being an office led by a managing director with a professional title and background. We have moved away from working with companies for only as long as it takes to provide one-time transactional placement. Finally, we have shifted from an emphasis on short-term counseling and resume editing to an emphasis on long-range professional development.

### Proven Success

Three months after graduation, 85 per-

**“We have some investment banking firms come in and want to hire our juniors and seniors as interns, but they’re looking for students who’ve already done internships on Wall Street as sophomores!”**

—Jay Irvine, Brigham Young University

want to hire our juniors and seniors as interns, but they’re looking for students who’ve already done internships on Wall Street as sophomores! There is more pressure on students to qualify themselves for these positions,” says Irvine.

At some point, however, there’s a limit to just how early companies should have access to students, says Lecoq of INSEAD. Her office has been under increased pressure from recruiters to allow them access to students before their MBA programs have even started. But such early recruiting, she notes, isn’t good for the student, the school, or the company. “It’s a challenge to manage their expectations,” says Lecoq, “but we think it’s better that students talk to recruiters after we have been able to train them appropriately, so students will present themselves at their best.”

### **Skills for Life**

With so much emphasis on jumping into career development early, activities such as dedicated career planning courses, student projects for professional development, and timelines for achievement are now mainstays of career programs. Once

cent of the Smith School’s 2003 MBA students seeking employment had accepted job offers, compared to just 73 percent at that time the previous year. We achieved this success rate even though the economy was even weaker than it was in 2002. After four months, we saw significant improvement not only in our placement function, but also in our students’ morale, professional development, and career search skills. At the same time, we expanded our market presence, provided more opportunities for students, and pursued stronger relationships with industry to advance our academic mission.

There is no longer a career counseling service at Smith. Instead, we provide professional career coaching at our cost through our collaboration with SCI. Last year, the school entered into an additional collaboration with

NextStep Partners, an outside firm that delivers career workshops to both full-time and part-time students. As the 2004–2005 academic year unfolds, the Office of Career Management plans to enter into partnerships with several additional nationally recognized career management and business communications firms.

Hiring an executive search firm was not inexpensive, but we have been able to fund our costs by reorganizing our career services function. Additionally, SCI has been willing to negotiate with us so we can purchase its services at a cost that is both attractive to the firm and affordable for us. Although schools considering this option must take into account their resources and the size of their student bodies, for Smith the investment and partnership have been well worth it. Our graduates have found

optional for students—especially undergraduates—these activities are now often mandatory. Business schools want to ensure their students will be prepared for the working world upon graduation and will represent their schools well to employers.

Students at Rotterdam, for example, are required to prepare a draft of their curriculum vitae before their program starts. Rotterdam’s career services office sends a message to students starting in October, which gives them access to its new online CV platform and asks them to have a draft ready



good positions, and our school has enhanced its global brand.

Perhaps most important, this new approach has reminded us that our efforts are not simply a means to an end, such as corporate relationships or improved rankings. Rather, the OCM’s activities represent our school’s core business—supplying skilled, capable graduates to the workplace. **Z**

*V. Scott Koerwer is associate dean for executive education and marketing communications at the Robert H. Smith School of Business at the University of Maryland in College Park. Cherie Scricca is associate dean of master’s programs and career services at the Smith School. Ted Muendel, international chairman of Stanton Chase International, also contributed to the article.*

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**“Many students overlook the fact that a profession is related to an industry. Students tell me, ‘I want to work in marketing.’ I ask them, ‘In what industry?’ And their faces go blank.”**

—Pedro Gonzalez, Drexel University

before classes begin. Once students arrive on campus, they attend a workshop on CV revision.

The goal, says Rubingh, “is to have them focus on the future, rather than the past. Students shouldn’t think about what they’ve done, but about what they want to do and how their past experience prepares them for what they want to do. They need to think about what recruiters will be looking for and what kind of key words they’ll be using in their searches.”

Under the aegis of career services, students in the one-year MBA program at LeBow, for example, are required to complete an industry-related project, explains Gonzalez. Student teams explore the trends affecting an industry—pharmaceuticals or insurance—and examine what business models have been successful for that industry and what kind of talent that industry has rewarded over time. Then, in a mock business scenario that has a CEO asking for their advice, students make a presentation.

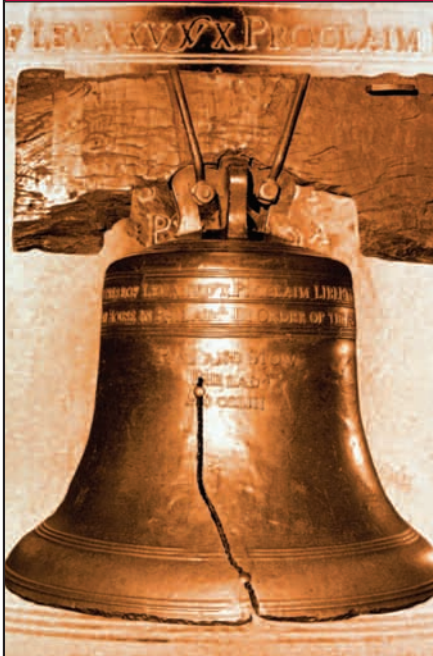
“Many students overlook the fact that a profession is related to an industry. Students tell me, ‘I want to work in marketing.’ I ask them, ‘In what industry?’ And their faces go blank,” says Gonzalez. “I’m a stickler for students’ knowing the industry space they want to work in. This project shows them that they have to research the industry they want to enter.”

Like a growing number of business schools, the Fox School requires students to complete a professional development course that covers everything from resume writing and interviewing to personal ethics issues, such as how to negotiate job offers and what to do if they’ve accepted one offer and a better one comes along. When they start the program, they may not fully appreciate the experience, but once they begin forays into internship interviews, says Avery, they begin to value the skills they’ve gained.

“It’s very interesting to hear students’ comments when they return from a mass interview at a company like GE,” says Avery at the Fox School. “They’ll say, ‘You won’t believe what this person was wearing,’ or ‘One girl wore black nail

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polish,' or 'No one knew anything about the company.' There's a buzz among our students now, so that we know they appreciate the added advantage these skills give them, even in a good job market."

### More Information, Immediate Gratification

Now that technology is becoming more sophisticated and global job searches are more common, it's not surprising that many schools report an increased expectation among companies to use the Internet to a much greater extent. And with many companies scaling back on their travel budgets, they want to be able to read student resumes online, attend virtual job fairs, conduct keyword searches of resumes, and batch student resumes by chosen criteria.

"When I was a recruiter, my team asked me so many questions such as, 'What are the recruiting days at this school?' or 'How can we receive CVs from this type of student?' or 'Why are we participating in this school's event?' It was wonderful if a school had a Web site where I could just tell them to go for information," says Rubingh.

Online recruitment is also a growing trend that has many companies preferring to receive resumes either through their corporate recruitment Web sites or via the sites of their target schools. Rotterdam School of Management, for instance, uses MBA-Exchange.com. The site allows students from subscribing schools to network, perfect and post resumes, take advantage of career advice, and peruse job list-

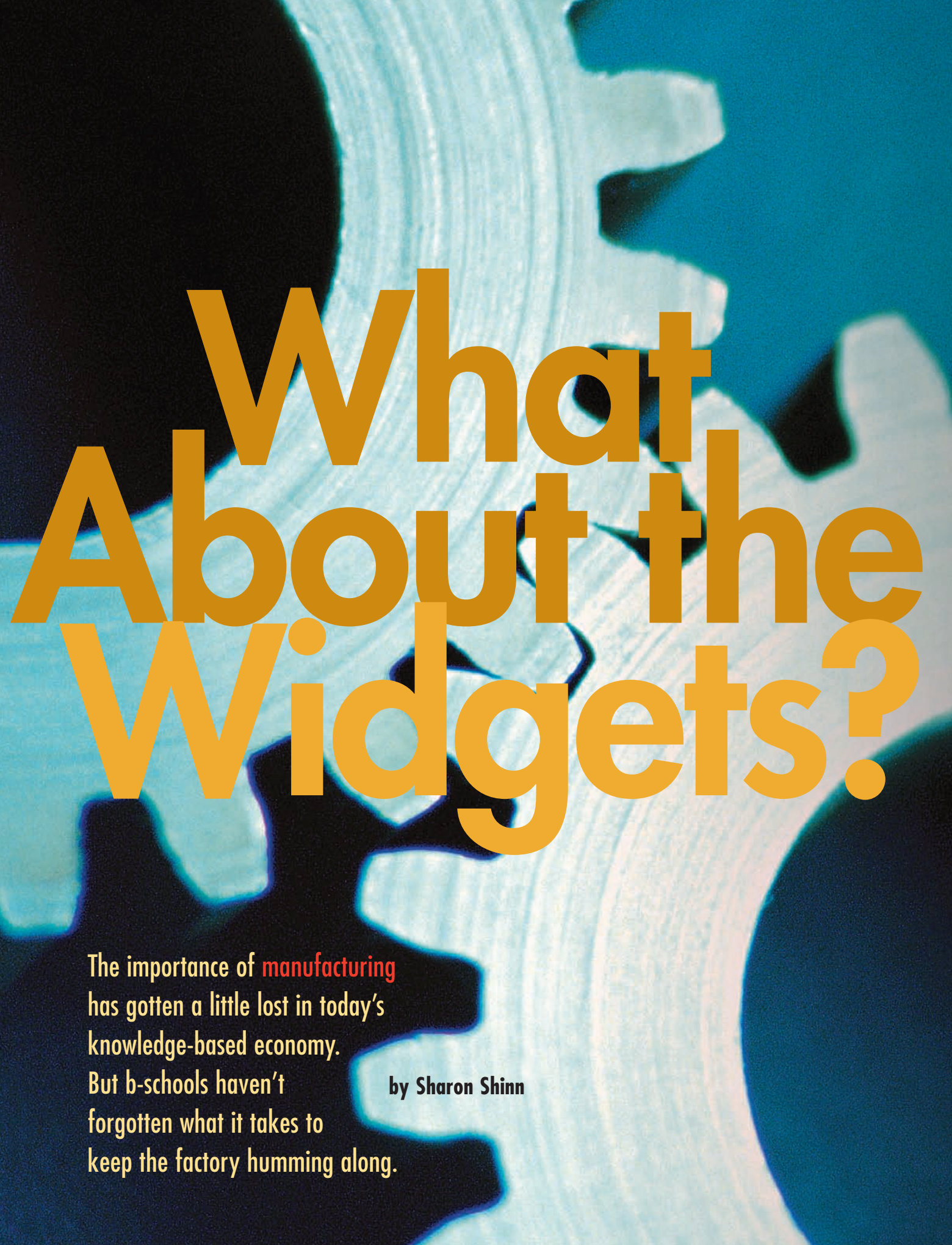
ings. It helps recruiters to locate quickly the resumes of students most suited to the positions they wish to fill.

Other schools are also taking greater advantage of technology and the flexibility inherent in digital recruiting options. INSEAD's MBA CSO, for example, recently revamped its Internet portal to provide more comprehensive information and better communication with students. INCAE recently replaced its printed resume book with a CD-ROM, added an online recruiting system, and increased the participation of alumni in its programs through an electronic newsletter.

Whether schools, students, and recruiters are using corporate Web sites, school Web sites, virtual job fairs, or collaborative sites such as MBA-Exchange.com, the trend for career services is clear—quicker, earlier, better. The more students and employers have access to comprehensive, updated information, the more proactive their approach will be to professional development and hiring, say career services professionals.

Many CSOs see their role in business education continuing to expand in coming years. Their biggest challenges? Providing comprehensive information, managing mounting expectations, and balancing employers' short-term expectations with students' long-term prospects. With so much at stake, the professional development program promises to become one of the most popular aspects of the b-school curriculum—and today's new and improved CSOs are ready to deliver. **Z**





# What About the Widgets?

The importance of **manufacturing** has gotten a little lost in today's knowledge-based economy.

But b-schools haven't forgotten what it takes to keep the factory humming along.

by Sharon Shinn

**T**he rise of the knowledge economy has vastly undermined the importance of the manufacturing sector and led business schools to concentrate on more glamorous business functions as they train MBAs for the corporate world.

Or has it?

It's true that fewer schools today offer business concentrations that focus on heavy manufacturing—but what's happened is that b-school administrators are expanding their view of what counts as manufacturing. They've also revised their opinions on just what skills managers need when they enter the industrial world. Today's manufacturing-oriented business course is surprisingly integrated across core disciplines, as administrators stress that students need to understand the entire commercial enterprise to add value to any business that is producing goods.

"What many schools have done is to broaden their scope," says Christopher McDermott, associate professor at the Lally School of Management and Technology, Rensselaer Polytechnic Institute in Troy, New York. "They don't call it manufacturing; they call it operations, which includes manufacturing and service organizations. A lot of the same techniques used in a manufacturing environment are readily transferable to a service environment. For instance, many of the quality of management principles that people got fired up about in the '80s are now being applied to health care and service environments. Obviously, a lot of that shift in focus has to do with where the jobs are."

While fewer people are working in the manufacturing sector, the sector still accounts for 22 to 25 percent of the gross domestic product, notes Gerald Susman, Klein Professor of Management and co-director of the Quality Manufacturing Management program at the Smeal College of Business Administration, Pennsylvania State University in University Park. That percentage hasn't changed much for 50 years, he adds. "So the people who do remain in manufacturing add a significant amount of value and will continue to add value," he says. "It's important to focus on how to plan for it, how to be technologically sophisticated, and how to introduce new technology to manufacturing."

Given these factors, McDermott says it's unfair to claim that manufacturing as a field is dead. "There can't just be a knowledge economy where people don't understand operations, which is the transformation process of

converting some kind of raw material into a finished good at a higher value. An understanding of operations is still relevant to what makes companies tick. There are different focuses today on what people are doing in operations, but there are still a lot of people making things."

### **It's All About the Process**

Much of what's being taught today in manufacturing-oriented management classes revolves around hot business topics such as lean manufacturing, Six Sigma, and supply chain management. Many of these, say administrators, really boil down to process improvement—how can any company streamline or upgrade? Moreover, process improvement has vast implications for both the manufacturing and service industries.

"When you really think about it, there's an awful lot of commonality between service processes and manufacturing processes, whether you're making widgets or delivering services," says Peter Ward, professor of operations management and director of the Center for Excellence in Manufacturing Management at Fisher College of Business, The Ohio State University, Columbus. "If you go into a manufacturing company, you'll see that *tons* of services processes are there. The truth is, if a factory has been working for 100 years, there's been 100 years of effort going into making that process as good as people can make it. So the real potential for savings is not in making widgets; it's in getting the order from the customer to do whatever triggers the making of the widget, and all the other ancillary processes that are involved in designing the widget. If we can get better at those processes, that's where the real savings will be."

Old topics are also getting fresh spins in today's manufacturing management courses. For instance, managing logistics might be recast as supply chain management. McDermott shows students how Wal-Mart saves time and money by forgoing warehouses, instead transferring goods directly from one truck to another. "That's really managing an operations function," he says. Process improvement leads to efficiency, which improves competitiveness. "How do you configure your processes, how do you arrange people, where do you locate? These are all operations functions," says McDermott.

Lean management, which focuses on techniques to make processes waste-free and enhance value creation, is another popular subject in schools, and one that can be broadly applied across industries. Hospitals and financial services are extensively using lean manufacturing,

**“Students must understand the overall role manufacturing plays in the larger organization. In the past, you’d get a manufacturing expert who was kind of a head’s-down guy. But for companies that are trying to be more cross-functional, managers need to understand how to work with accounting,**

says Ward. “Both are process-oriented in different ways, and both are struggling with how to pull waste out of their value stream using manufacturing techniques.”

Students studying the new manufacturing MBA are also learning how process management relates to the enterprise as a whole, and how multiple skills are needed to keep a company functioning. At Smeal, a distinction is made between “little m,” which is manufacturing, and “big M,” which refers to all the corollary processes that surround manufacturing.

“Big M includes at least two or three pieces, such as design and manufacturing, that have to be linked together very closely, because how you design a product has a lot to do with how effectively you can make it,” says Susman. Big M also considers distribution channels, quality assurance, warranties, brand image, and pricing structure. “All of these issues ought to be included in any MBA curriculum that deals with manufacturing,” says Susman.

That’s the same position taken at Lally, where students learn about innovation and entrepreneurship right along with manufacturing. “One of the most important things any company does, whether it’s a manufacturing or a service organization, is to develop a new product,” says McDermott. “New product development has to be managed in cross-functional ways. If you want to be innovative in developing new products, and efficient in bringing them quickly to market, this is a parallel rather than a serial process. Students must understand the overall role manufacturing plays in the larger organization. In the past, you’d get a manufacturing expert who was kind of a head’s-down guy. But for companies that are trying to be more cross-functional, managers need to understand how to work with accounting, how to work with engineering, and how to speed a product to market.”

As the industry sees a shift from traditional heavy manufacturing to more agile industries, such as telecommunications, there is a greater need for creativity, innovation, and entrepreneurship than ever before, says Neil Allan, director of studies for the Engineering Management Partnership at the University of Bath in England. “We’re seeing organizations grappling with ways to change their culture,” he says. “We’ve become part of that cultural change.”

### **Cross-Functional Courses**

In fact, since today’s manufacturing manager needs cross-functional skills, many manufacturing-oriented programs are highly integrated across disciplines—and between schools. At Lally, for instance, several streams of courses are team-taught by cross-disciplinary faculty. McDermott, who has an operations background, is involved in a two-semester new product

development course in which he teams with faculty members specializing in design, marketing, and finance. In the fall, students form teams and are instructed to find an industry, develop a product, do research, and discover a user need. Then they must generate ideas for potential solutions, design a solution, design a manufacturing facility around it, and develop a marketing plan.

“They have to say, ‘OK, we’ve got a widget. How do we market this? What conferences do we go to? How do we advertise this? How do we launch?’” says McDermott.

Such courses show marketing majors, for instance, that they’re only one part of the entire process. “They’re forced to recognize that their company isn’t about doing great operations, it’s not about doing great marketing. It’s about getting out great products,” says McDermott.

A number of schools have joint programs that draw on the expertise of both engineering and management faculty. The University of Bath is the headquarters for the Engineering Management Program in which six U.K. schools participate. Faculty move between the engineering and management schools to teach classes; administrators from the two schools sit on each others’ boards; and researchers carry out joint projects. Likewise, Pennsylvania State University’s Quality Manufacturing Management program is a joint venture between Smeal and the engineering school. The one-year program, which consists of eight integrated courses, can be taken after a student has received an MBA, or instead of second-year management electives.

This fall, Iowa State University in Ames is launching a five-year program that combines a bachelor’s in engineering with an MBA. Freshman, sophomore, and junior engineering students will be able to take a slightly accelerated engineering program through their first six semesters; during their last six semesters, they will integrate engineering requirements with MBA courses. In addition to core courses, classes will cover communications, economic theory, global and diversity perspectives, and statistical data analysis. Practical experience is provided by at least two internships in engineering and business.

Northwestern University’s Kellogg Graduate School of Management in Evanston, Illinois, works with the school of engineering to offer a joint Master of Manufacturing Management program. It’s built around seven streams of knowledge: processes, materials and technology; product design and development; logistics and supply chain management; information technology; quality management; analytical tools; and human resources. “If students are going to graduate with a manufacturing-related degree, they need to become



## how to work with engineering, and how to speed a product to market."

—Christopher McDermott, Rensselaer Polytechnic Institute

experts in at least three of these areas," says Sunil Chopra, IBM Distinguished Professor of Operations Management and director of the MMM program.

In addition to taking required courses, Kellogg students participate in the Product Fair, for which they dream up a product, justify a need for it, design it, create a prototype, and plan how to introduce it to the market. Then, in the middle of their second year, teams of management students, supervised by a faculty member, take on an integration project at a corporation. "The idea is that, by this time, they should be able to apply their learning to solve a problem for a product-focused enterprise," says Chopra. "They have learned the basics, and they have become more deeply involved in manufacturing. Can they pull together and solve a problem?"

For instance, Chopra recently oversaw a team that worked with a major pharmaceutical firm to help it meet its product availability requirement. "Twenty percent of their orders were not going out on time," says Chopra. "The team was able to help identify some problems and come up with suggestions." The firm was impressed with the students' recommendations and is now considering implementation of their plan.

### Allying with Industry

To keep its manufacturing-oriented classes up-to-date, Kellogg relies on an advisory board of industry representatives who vet the curriculum and suggest changes. Industry reps also teach some courses and are on hand to support the school's Product Fair.

In fact, for most schools emphasizing management and manufacturing, the input of industry is critical. "Bath University's whole ethos is excellence and relevance," says Allan, who works with Rolls Royce and other organizations to design the school's program. "As soon as we add the word 'relevance,' it means if we don't engage industry, we're not meeting our own goals and mission."

To make sure its own program remains relevant, Smeal hosts a retreat every two years and invites faculty and industry reps to "reassess, revitalize, and redo" the curriculum, says Susman. At Lally, McDermott brings in industry reps to design product development courses and to give guest lectures. A fall course on managing technical projects regularly features guest speakers, including someone from the R&D division of GE and a former partner from a consulting firm specializing in IT.

At Fisher College, Ford Motor Company was deeply involved in the formation of the Tomorrow's Lean Enterprise Leadership program. Ward had been invited to attend a ses-

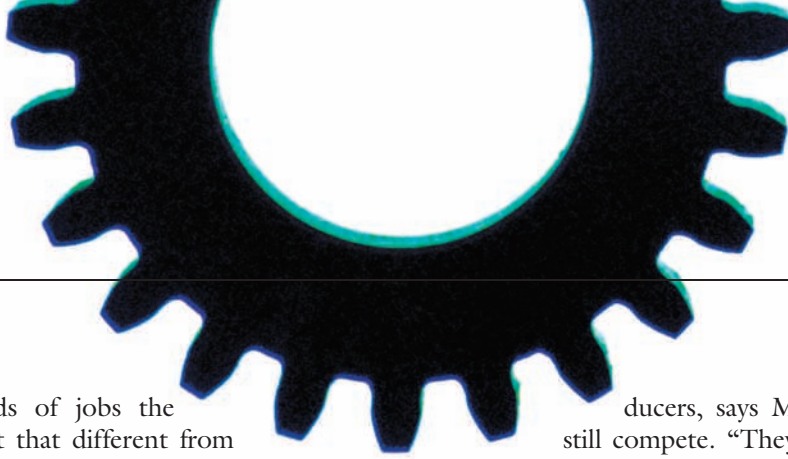
sion with an advisory group assembled to help Ford broadcast the principles of lean manufacturing through the supply chain. There, executives complained that they couldn't find university graduates who understood the basic concepts. "I said, 'Help me develop a curriculum,'" says Ward. Ford executives still teach many of the classes and give input on changes in state-of-the-art manufacturing.

In addition, Fisher College students typically participate in internships, at Ford or other companies, where they can instantly apply what they've learned. "Typically, they'll join a continuous improvement team and be mentored," says Ward. "They might work with a factory floor team or an engineering team, but there will always be experienced people who help them learn the ropes. We do a lot of mapping at Fisher, so they often do mapping on their internships and then identify areas for improvement."

Because students go to the internships with a basic set of skills, and because the lingo for mapping and process improvement is the same in industry and in academia, says Ward, students can instantly make a contribution. He believes that the enormous input of industry reps contributes to a smooth transition for students as they move between the classroom and the real world.

### Job Search

Internships, industry contacts, and an interdisciplinary education give graduates a good shot at a wide range of jobs in all kinds of enterprises. Says Chopra, "Companies like John Deere, 3M, Intel, and Cisco will recruit our students for a variety of functions, from supply chain management and operations, to finance, business, development, or sales. What they need are people who understand manufacturing. Even a firm like Cisco, which doesn't do its own manufacturing, needs people who understand technology and how to coor-



dinate processes. The kinds of jobs the MMM students get are not that different from what a regular MBA would get, with one difference. Regular MBAs are often hired into consumer goods sectors. Our students are likely to end up in firms that are more technical.”

Graduates with a joint degree in business and engineering are also perfectly poised to become entrepreneurs, says Anthony Hendrickson, associate dean of graduate programs for Iowa State’s College of Business. “The degree prepares engineers to be entrepreneurial by providing them with the business skills necessary to take a product concept to market successfully, from capital acquisition, to technology transfer, through market promotion.”

Nonetheless, Iowa State is prepared to help those who would rather work in a more traditional setting. The career services departments of its College of Business and engineering school have recently launched a combined career management system that will give engineering/MBA candidates access to a wider variety of job opportunities—particularly entry-level jobs with engineering firms. “We expect recruiters from technology consulting firms and traditional engineering recruiters to be interested in the engineering/MBA candidates,” says Hendrickson.

McDermott points out that there’s still a place in the manufacturing world for the specialist who can “find the best algorithm to get the fewest number of workers on the production line.” However, he says, what is more in demand these days is a manager who can be a strategic link for the organization, and who understands how all parts are integrated. “Many companies want to take advantage of their core competence,” he says. “Understanding a company’s core competence and managing it requires cross-functional abilities.”

Obviously, some MBAs with a manufacturing focus *will* go on to be plant managers—even though many of those jobs have now moved overseas. Administrators acknowledge that outsourcing has affected the availability of certain types of heavy manufacturing jobs, but they hesitate to portray this development as wholly unwelcome. For instance, Susman notes, ten of the biggest exporters from China to the U.S. are American companies. “That means a significant amount of U.S. resources are still going to be devoted to manufacturing,” he says.

Even foreign companies that outsource offer job opportunities for manufacturing MBAs. “Outsourcing isn’t just, boom, we design it, they make it,” says McDermott. “In most cases, there’s a lot more hand-holding.”

Outsourcing might make it increasingly difficult for companies in developed countries to compete as low-cost pro-

ducers, says McDermott, but they can still compete. “They just have to depend on high quality or great flexibility or innovation,” he says. “It means they have to configure their manufacturing or their service operations differently.” Such requirements create even more opportunities for managers with a manufacturing-based education.

### **Not Just Engineers**

What kinds of people are signing up for that manufacturing-oriented education? At the University of Bath, typical students might be looking for an MBA or MSc in engineering management that will help them move up within their companies or even go out and start new ones. “Once they understand their managers’ and leaders’ behaviors and put them in a framework, they’re much more confident,” reports Allan. “They say, ‘I could do that, and I could probably do it better.’”

At Smeal, many students in the QMM program have backgrounds in engineering, operations management, production, or supply chain management, says Susman. While they know they could ascend the corporate ladder by being strictly on the technical side, they don’t want to pursue jobs as senior technical people. “They’ve decided pretty early that they want to be managers. They just want to be managers in the manufacturing sector,” he says.

When Northwestern’s MMM program first began, Chopra admits, it took some wooing to convince students that it was right for them. Today, he says, it’s easy to fill a class, and students often transfer into the MMM program after some exposure to it.

On the other hand, Ward still does some “missionary work” to interest students in Fisher’s MBA geared toward lean manufacturing. “If you were to ask students on the first day if they were interested in manufacturing, a small fraction would probably say yes,” he says. “But by the time they get through our first course and the required course in manufacturing, they start thinking, ‘This makes sense.’ Then they see that internships are available and that people are getting hired. They realize that not only are the classes interesting, but they could lead to a sustainable career. Whether they’re interested in manufacturing or service, they’ve bought into the religion of processes.”

The stereotype of the typical student would be a male engineer who isn’t particularly good at interpersonal communication—and while administrators admit there are some students like that in their programs, they claim that the classes are really far more diverse.

For those who *are* tech geeks, the classes can prove to be

**“There are still people who think that if you’re studying manufacturing, you’ve got grease under your nails. I think we have to update this image and have people appreciate the challenges of being in this field.”** —Gerald Susman, Pennsylvania State University

a challenge at first. “They’re used to finishing up a project and saying, ‘OK, the answer is seven. It’s done, and we can move on,’” says McDermott. “But in most management courses, the answer isn’t seven, and there’s not a right answer, and it’s never done. There’s kind of a culture change.”

Ward feels a kick of disappointment if the whole of an incoming class appears to be engineers with manufacturing experience. “I think, ‘Boy, are they going to be easy to place.’ Then it turns out they want MBAs so they can expand their horizons and become investment bankers.”

In fact, at Fisher College, says Ward, the engineers are balanced out by the individuals with a bias toward supply chain management and other process improvement theorists. “We get good gender diversity and undergraduate major diversity in the supply chain management courses,” says Ward. “There are some people who have an undergraduate degree in engineering and want to return to manufacturing. There are an equal number of people who want to get *out* of manufacturing. When I look at our classes, they look like any other MBA class.”

Classes with a wide mix of students are the most enjoyable, says McDermott, particularly as cross-functional abilities come into play. “When we get to a mathematical part of the product development course, where students have to balance the production line and decide how many people are needed at each station, the quantitative people can shine. But when we get to the parts of the class where people have to talk to actual customers, or create an instrument to measure something that everyone can understand, or come up with creative ad copy, other people can shine. It forces them away from silos of thinking.”

Administrators admit there aren’t as many women in the programs as they’d like—usually less than 30 percent. “We work hard to change that,” says Chopra. “The funny thing is, the women we have do *incredibly* well, both within the program and when they leave.”

### **Factory Future**

MBA programs with a manufacturing or engineering emphasis are successful enough in some cases that schools are looking to expand their offerings. This fall, the Iowa State College of Business is introducing an experimental course on the management of technology. Topics to be covered include transformation of technologists into managers, human resources in technology organizations, career paths, behavior of technology professionals, leadership in technology, technology transfer from other fields, and technology and entrepreneurship.

“We see continued development of courses and programs

such as these, especially in the areas of technology,” says Hendrickson. “There’s a strong interest in programs that address the leadership needed to take an idea and successfully market it.”

Other administrators predict that shifts in the world market will dictate changes in manufacturing management programs—as the emphasis moves away from manufacturing and more toward processes. That’s because not only are more jobs going overseas, says Ward, but the workplace itself is getting more productive.

“There are fewer people working in manufacturing, so we need fewer to control the manufacturing,” says Ward. “In the future, we’ll see more services that are related to manufacturing. The world is just *full* of processes that have not been worked on for a hundred years, so they’re pretty lousy. There are a lot of opportunities to add value and make money by making these processes better.”

While Susman expects no radical program changes for the future, he does think manufacturing-oriented management degrees will continue to offer graduates lucrative and rewarding careers. Outsourcing, increased productivity, and greater reliance on technology will combine to diminish the number of people needed in manufacturing, he says. “What will be left will be a special core of people. Most sophisticated companies that make products realize how integrally those products are tied into their strategic plans. Thus those special people will have an increasing voice at the table—as they should.”

Administrators also expect to see manufacturing management courses relying even more heavily on cross-disciplinary integration. Both businesses and business schools are fighting their way out of functional silos, says Allan, so they can improve communication and have a better understanding of the big picture. “These days more and more students come into the program with degrees in foreign languages or political science,” he says. “They’re not so deeply specialized, but they end up with a broader sense of skills.”

Despite the advantages of a manufacturing MBA, some schools may need to work a little on selling such a program. “There are still people who think that if you’re studying manufacturing, you’ve got grease under your nails,” Susman says. “I think we have to update this image and have people appreciate the challenges of being in this field.”

As long as the world keeps revolving, factories will continue to produce goods, and people will want to buy them. Figuring out how to get those goods designed, produced, and sold most efficiently will increasingly be the province of the b-school graduate with a deep understanding of manufacturing—and every other aspect of making widgets. **Z**

# It's Not Easy

According to one who has “been there,” the key to extending the career life cycle of a business school

enjoyed the good fortune of being the dean of business for 18 years at East Tennessee State University in Johnson City, Tennessee. After a while, however, I realized that I was the exception, not the rule. Most deans are gone long before 18 years—often in less than five. Why?

A quick study of my own deanly peers confirms that the shelf-life of a business school dean is not very long. In fact, conventional wisdom holds that business school deanships usually last about four or five years, an estimate supported by occasional surveys and my own observations. In 1981, for example, I attended AACSB's New Deans Seminar in Austin, Texas, where 59 participants were enrolled. In the years since that seminar, I have often checked the AACSB Membership Directory to tally the number of my classmates who are still at the helm. Five years after attending our Texas boot camp, only 25 individuals, or a little more than 40 percent of our class, were still in office. By 1991, only eleven deans—fewer than one in five—were around long enough to pick up their ten-year pins. A decade later, in 2001, only two of the original group of rookies

were still “The Dean.” Two years before, even I had passed on the baton of the deanship to my successor to seize the opportunity to become an endowed chair holder at ETSU.

I recently checked the online AACSB Membership Directory and found that only two of my 1981 New Deans Seminar classmates—Dave Billings of The University of Alabama, Huntsville, and Bud Barnes of Gonzaga University in Spokane, Washington—continue to rack up more years of service as business deans. In my most recent conversations with them, I learned that these two veterans are still enjoying the challenges and benefits of being dean.

How can Dave and Bud and others have such long and successful careers as deans while others are gone before they can even begin to enjoy the fruits of their deanships? Is there a natural course that is followed by deans, a life cycle that may be long or short depending on their personal, institutional, and environmental circumstances? And if so, what are their secrets of success and longevity?

To extend their years in the position, novice and

by **Allan D. Spritzer**

illustrations by Linda Helton



# Being Dean

dean is to follow some crucial advice: Stay focused, set new challenges, and be prepared to exit gracefully.

veteran deans alike must understand, assess and anticipate the typical career life cycle of a business school dean. Their central challenge is to maintain the thrill and sense of accomplishment the job brings while effectively managing and avoiding its pitfalls.

## Understanding the Cycle

From my experiences and observations before, during, and after my years as a dean, I've concluded the "career life cycle" of a business school dean progresses in five distinct stages. These stages begin with a *visionary* phase and progress to *implementation* and *maintenance* phases. They all too often, but not necessarily, end with *neurotic* and *suicidal* phases. When the five phases run full cycle, they follow a distinctive curve, shown in the figure above.

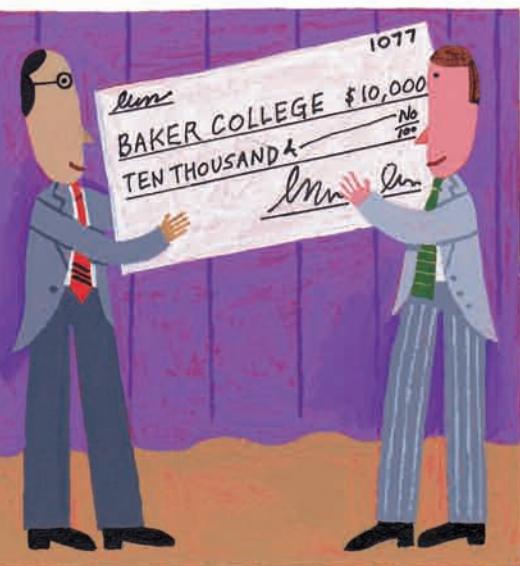
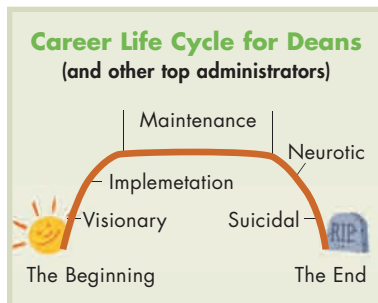
I've seen this cycle play out not only with deans, but also with many business executives and top university administrators. The duration of each phase, and of any individual cycle, can vary a great deal. But unless deans recognize the

warning signs of a "deanship in trouble" and plan accordingly, they may find themselves thrust from the early to late stages of the cycle sooner than they expect.

**The Visionary Phase**—Soon after his or her successful quest for the position, the new dean offers a new vision. Ambitious plans and strategies are initiated to trigger dramatic improvements. Support flows to the dean from virtually all stakeholders. The central administration, faculty, alumni, business community, and the media are eager to assist in the school's surge toward greatness. The good times are starting to roll.

**The Implementation Phase**—Resources are made available to the dean to bring plans to fruition. Accomplishments such as achieving accreditation or receiving mega-dollar endowments are celebrated in this period, which is often punctuated by moments of euphoria as progress toward the vision is made. The fun has really begun.

**The Maintenance Phase**—This stage can be the longest or the shortest of the cycle, and it can present the biggest challenges to a dean. Some key milestones are







achieved; some aren't. Resources become stretched, and the initial enthusiasm and euphoria begin to give way to frustrations and stresses. The dean must make tough choices and solve many problems while dealing with a variety of internal and external issues. These may include changes in the institution, its top leadership, or the overall environment. Pesky personnel problems that were once considered novel have now become chronic. The dean must be prepared for the ups and downs of the institutional roller coaster. To maintain the happiness of this phase, the dean must turn to new initiatives and creative coping strategies. Often, however, he or she may consider leaving the deanship for a new position in an attempt to initiate a new cycle to once again experience its visionary and implementation highs. The current situation is becoming exceedingly difficult.

**The Neurotic Phase**—If coping and exit strategies are not successfully implemented, dean “burnout” becomes imminent. The dean begins to exhibit mild to moderate neurotic symptoms. The once-acclaimed visionary champion may perceive disloyalty among the ranks and may view former allies as opponents. The dean now sees himself or herself as a target or a victim. Help is needed.

**The Suicidal Phase**—In this final stage of the career life cycle, the dean begins to exhibit behaviors that consciously or subconsciously motivate the powers-that-be to end the dean's tenure. Such behaviors include noncompliance with objectives or directives from above; failure to carry out essential responsibilities; support of untenable positions and decisions; de facto abdication of responsibilities in favor of other interests; public displays of undesirable conduct; or personal indiscretions that become known to university leadership. The singular focus becomes simple and too often self-fulfilling: Escape!

I have shared this life cycle with many current and former deans. None has disagreed with its patterns, and most have identified with the stages in their own careers or in the careers of others they know. Many have tried to assess for themselves

where they are in the cycle. A veteran dean recently informed me, “Al, I think I may be entering the suicidal phase!” When that thought crosses a dean's mind, it's definitely time to seek out examples of the most effective life cycle behaviors and apply them—quickly.

### Secrets of Success

Many deans who have stayed in their positions for five, ten, and even 20 years or more know that it takes more than vision to maintain the proper perspectives. What may surprise many deans—especially those who see their visionary periods as long behind them—is that professional vision and inner peace are not mutually exclusive. Interviews with veteran deans reveal many valuable tips and strategies for continuing to move successfully, if not blissfully, among the first three phases of the career life cycle, while adeptly avoiding the unpleasantness of the final two.

**Keep the ego in check.** Deans, young and old, quickly need to lose all hubris and, instead, cultivate humility. “When I was a younger dean, I was much more aggressive and had an inflated opinion of myself,” admits Dave Long, who has been dean for 21 years between his stints at Bloomsburg University in Pennsylvania and at Ithaca College in New York. “I don't have that anymore. I've become either more humble or more mature. I leave my ego at the door.”

**Be adaptive, not reactive.** To use a common cliché, an adequate predictor for deaning success is a person's ability to “go with the flow.” That's a point of view shared by Bob Holmes, another 21-year veteran of the post, with 12 years at James Madison University in Harrisonburg, Virginia; three years at Babson College in Wellesley, Massachusetts; and five years and counting at the University of Alabama at Birmingham. “Learn to adapt your leadership style to the different people you work with,” he says. “If you assume everyone is going to make it easy for you, you're really in the wrong job.”

**Build a trustworthy staff.** In my conversations with deans, I've



found that they almost all offer the same advice: Don't even try to do everything yourself. It's impossible. "A good dean has a team

of associate deans and staff who take care of the details so the dean can be thinking more strategically, working with donors, and planning for changes," says Craig McAllaster, dean of the Crummer Graduate School of Management at Rollins College in Winter Park, Florida, since 2000. "A strong staff allows the dean to avoid getting bogged down in the minutiae, like 'I don't like the color of my office' or 'I want to teach on a different day,'" he says. "You can't be a control freak and be a good dean."

**Share your vision.** Unlike leaders in other organizations, deans have the added challenge of dealing with tenured faculty and other vagaries of academia. Therefore, it's important to encourage all faculty to invest in a shared vision for the institution's future to ensure the most productive environment possible. "Your vision must be shared with—and by—the faculty," says Long. "Faculty collaborate and cooperate when they have a superordinate goal, such as to raise money or to become accredited."

I agree that a shared vision and sense of purpose not only unify a faculty and staff, but also give a dean a bit more leverage. "If you clearly define your values—say, teaching excellence and research—it gives a dean a little more control if a faculty member is legitimately not meeting the requirements," McAllaster says. "If a faculty member says, 'You're only saying that because you don't like me,' you can point to your defined requirements and show how he's not measuring up."

**Establish outside pursuits.** The ability to create external initiatives often helps perpetuate a dean's implementation and maintenance phases. Supporting programs in the local community, creating international partnerships, or participating in professional assignments away from campus, such as deans' conferences, corporate visits, and, of course, personal vacations, can give the dean a much-needed refresher. They also serve as mandatory coping mechanisms to help avoid stagnation. "I'm an avid golfer, I like to read and reflect, and I like to hike and fish. I also like to go to deans' conferences to share stories and hear how others are doing," says Holmes. "I always come back with a new outlook."

**Reinvent yourself regularly.** Ironically, success can be a mixed blessing for a business school dean. Once a goal is accom-

plished, a dean can stagnate in the position if another goal isn't chosen immediately to replace it. "Deans who have long, successful terms have something in common: Every two or three years, they refocus and reinvent themselves," says Bob Reid, dean of the College of Business at James Madison University for eight years. "Things may become routine, but I don't want to become bogged down in that. If we continue to reinvent ourselves, the whole enterprise moves forward and is successful."

**Learn to manage your bosses.** Perhaps nothing causes more turbulence in a dean's job than changes in leadership at the top of a university's administration. A business school dean's plan for fund raising and curriculum development can be quickly derailed by a new administration with other agendas in mind. Therefore, the ability to "manage upper management" might be one of a dean's most crucial skills.

"We teach so many courses on how to manage other people, as if everyone you work with is your subordinate," Holmes says. "But you also have to figure out how best to work with your own superiors, supporting their vision, initiatives, and plans for the university, while at the same time accomplishing your vision for your own school. You must learn to adapt your leadership style to the people you work with—and for. It's sometimes difficult to strike that balance."

John Kraft, a veteran business dean at the University of Florida in Gainesville, addressed the same point when I interviewed him for AACSB International's documentary video, "Deans on Deaning: Secrets of Success." He emphasizes that it's important to work with the central administration *and* be an advocate for the business school. "You're the representative of your school," he says. "You're not there to represent the central administration."

**Learn from failure.** In the end, the effectiveness and longevity of a dean's tenure depend on the strength of her survival skills, says Donna Motilla. After a year as interim dean at Shippensburg University in Pennsylvania and five years in her current position as dean of the business school at Christopher Newport University in Newport News, Virginia, Motilla has learned that failure teaches survival skills perhaps even better than success does.

"There is value in failure if you learn from it. Every day in the office is an opportunity to excel. Every academic year, the faculty as a whole has a new set of goals to achieve. You're never finished," says Motilla. "You set a goal, you achieve that goal, and you always know what your next goal is. It's like going up a long staircase—you just keep going up."

**Exit gracefully.** When a business school hires a dean, it's typ-



## The Best Job of All

It's true that the job of business dean has become more complex in the decades since I first became a dean. Serious budget constraints, faculty shortages, the demands of changing technologies, com-

petition among schools, pressures for higher national rankings, changing accreditation expectations, less sympathetic central administration outlooks, and the increasing emphasis on external fund raising have combined to make the dean's job a tougher one.

But the business dean still has the best position on campus. It's even more fun than the university president's. Like a business school dean, the president gets the opportunity to wine and dine with stakeholders and community leaders, enjoy the success of high-quality programs, and hear the praise of the business community. The president, however, must also worry about hepatitis outbreaks, student mental health, campus parking, and the university athletic program. By comparison, a business school dean's worries are not so all-encompassing.

So, what are the longevity secrets of my AACSB New Deans Seminar classmates Dave Billings and Bud Barnes? Dave reminds every dean that, "This is a political appointment." Because the dean serves at the pleasure of a number of stakeholder groups, he says, staying in good communication with those groups is crucial to a dean's survival.

Keeping that communication honest is Bud's best advice. "Building trust by being honest," he says, "pays high rewards." His advice is reaffirmed by Frank Navratil, dean of John Carroll University's Boler School of Business in University Heights, Ohio, since 1985. "Don't ever lie," he says matter-of-factly. "If people feel you have a tendency to bend the truth or out-and-out lie, you're dead."

For me, being a dean was a great experience, fun just about every day. I never planned a long tenure, nor did I reach the final two stages of the career cycle. After 18 years, I continued to enjoy the position because I was able to periodically refocus myself through new initiatives and external activities. I wish other business deans the same good fortune. **Z**

Al Spritzer is a management professor and holds the Allen and Ruth Harris Chair of Excellence in Business at East Tennessee State University in Johnson City. He served as dean of the ETSU College of Business from 1981 to 1999. Since 2001, he has led the AACSB International New Deans Seminar for which he created the 95-minute video, "Deans on Deaning: Secrets of Success."

position for the long term. But that may not be the best thing for the university—or the dean. In academia, where tenure is well-established and inertia dictates that things at rest tend to stay at rest, regular changes in the guard may be a good prescription for long-term success.

Many deans believe that self-imposed term limits may be a requirement for the health of both individual and business school. "Deans often go stagnant if they stay too long in their jobs. I think 12 years is too long to stay in the same dean's position. Six to eight years is more ideal—long enough to get things in place, but not too long to lose your vision," Holmes says. That's why, when Holmes resigned his post at James Madison University, he told his superiors that "12 years was enough." When he moved on to a dean's position at Babson College, Holmes believes he revitalized his career by moving to a new school, while JMU enjoyed the benefit of new leadership.

In addition, deans must be prepared to make unpopular decisions that are essential to school interests, says Joe Alutto, dean of business at Ohio State University's Fisher College of Business in Columbus since 1991. This means, Alutto says in the "Deans on Deaning" video, "A dean has to be prepared to lose the position." Rather than an indication of "suicidal" tendencies, such courage is an important factor for a dean's success.

**Never burn your bridges.** Ridley Gros has been business dean at Nicholls State University in Thibodaux, Louisiana, three times: 1971 to 1983, 1992 to 2002, and 2003 to the present. His 20-plus years' tenure in the position has been interrupted by nine years as a vice-president at Nicholls State and by one year in retirement. For the past three years, Ridley has been one of the lead presenters in AACSB International's New Deans Seminar. His final session, "Changing with the Changes," ends with sound advice: "Never burn your bridges." His career history underscores that the conditions under which a dean leaves the position should always be positive, so that he or she is remembered as a productive team player.

ically looking for someone to fill the

# A World of Good

Terrorism presents an intractable problem to the global community. In the search for long-term

by Tricia Bisoux

**Each time a terrorist attack happens, the news and images of the event are startling, disturbing, and frightening.** People turn to their governments for plans of action, to their militaries for protection, and to their media for information. Business may be the last remedy to terrorism people consider—if they consider it at all.

Still, business has an incredible stake in the issue. It's a stake business schools may want to explore more thoroughly, says Judy Rodgers, executive director for the Center for Business as an Agent of World Benefit (BAWB). BAWB is located at the Weatherhead School of Management at Case Western Reserve University in Cleveland, Ohio. "The fact that the September 11, 2001, attacks were on the World Trade Center—a center of business and cultural interactions—wasn't accidental," she says. "That day was definitely a wakeup call for America and the private sector."

That wakeup call has led many observers and educators to view business skills, entrepreneurship, and enterprise as crucial weapons in the war on terrorism. Business education can use its resources to encourage students to discuss issues of terrorism through a business perspective, tap their aptitude for social entrepreneurship—and use their business skills to do a world of good.

## **The Power of Enterprise**

Although analysts may disagree about the extent to which economics plays a role in terrorism, most agree that terrorism has an economic component. Addressing the economics of terror is something that business schools are particularly well-equipped to do, says David Bornstein, author of *How to Change the World: Social Entrepreneurs and the Power of New Ideas*.

"In business schools, students are taught how to create cultures within companies based on values that create meaning for people, cultures where people strive to behave in a way that is applauded and valued," says Bornstein. "Ironically, that's exactly what organizations that spawn terrorists do. So many young people are willing



to commit suicide and mass murder for Hamas because there's a perverse social status reinforcing that kind of behavior. Posters are printed and circulated, their families are compensated, and many are proud to be the mother or brother of a so-called martyr."

Changing that set of values presents no easy task. Success may hinge on providing other, more entrepreneurial opportunities to young people in struggling Middle Eastern economies,

*Peacemaking*, is currently involved in an entrepreneurship program involving Arabs and Israeli Jews. Subsidized by Israeli business leader Steff Wertheimer, the program aims not just to teach business, but to open lines of communication. "Such programs could be expanded to include Palestinians and thus contribute to both entrepreneurship and business cooperation in the region," Hashai says.

Likewise, a partnership between Tel Aviv University's

## **solutions, however, one important resource often may be overlooked: The business school classroom.**

according to observers like Charlene Barshefsky, a U.S. ambassador under the Clinton administration. Now an attorney specializing in international transactions for law firm Wilmer Cutler Pickering in Washington, D.C., Barshefsky has advocated before Congress and in the media for stronger U.S. policies that promote trade with and within Middle Eastern countries. "It's difficult to imagine an alternative to terrorism that doesn't encompass economic development and opportunity," says Barshefsky. "If you're young with no job prospects and no possibility for growth opportunities, there's a substantial risk of alienation and frustration. When that risk is coupled with a cultural and religious stew, it's a very dangerous combination."

Barshefsky adds that one important step in addressing the economic factors of terrorism is to establish more business courses and discussions that target Middle Eastern markets. By covering topics such as terrorist and antiterrorist organizational hierarchy, communication across Arab cultures, and management-based solutions within struggling countries, business schools themselves could be significant weapons in the "war on terrorism."

"Business schools tend to make notions of investment a rather sterile subject," Barshefsky says. "But the more students understand the power of investment as a means toward development, and development as a means toward social and political stability, the better. In the case of microcredit, for instance, small investments can have profound effects and larger investments even more. The broader effect of investment in emerging markets and lesser developed countries is a topic that business schools should stress to their students."

### **Teaching the Peace**

Some business schools are already working to build bridges between citizens of clashing cultures—specifically Palestinians and Israelis. Niron Hashai, a business professor at The Hebrew University's Jerusalem School of Business and co-editor of the book *International Trade and the Economics of*

Recanati Graduate School of Business Administration and Northwestern University's Kellogg School of Management in Evanston, Illinois, also brings together Israelis, Palestinians, and Jordanians in an English language executive MBA program. The program gives scholarship money to Palestinian students and encourages joint projects among students from different backgrounds. It is a cross-cultural program at a time when, and at a place where, crossing cultures has never been more important, explains Simon Benninga, Recanati's dean.

"It's not true that we're going to bring peace between the Jews and Arabs by encouraging people to study business," says Benninga. "But there are a lot of commonalities between Palestinians and Israelis—we are not a society that constantly lives off terrorism. People come to this program because they're looking for a place to make connections and start dialogues."

Hashai of Hebrew University agrees that much could be achieved simply by designing a curriculum to accommodate such interaction and channeling additional funds to educating Palestinians and other Arab groups at top U.S. and European schools. Collaboration among Arab and American/European institutions would allow students from Middle Eastern countries access to more high-quality business programs without having to leave their homes, Hashai emphasizes. Upon completion of the programs, participants could use their skills to develop and rebuild their countries' economic infrastructures.

"If we offer Palestinians the proper business education, they are more likely to lead their communities to economic growth," says Hashai. "This may be the only way to fight fundamentalism and terror."

For her part, Rodgers of BAWB would like to see business schools expand students' sense of "affirmative inquiry," a term BAWB has coined, to focus on positive changes they can effect on these issues, rather than on current negative realities. "If you inquire into acts of terrorism, you put the focus on terrorism," says Rodgers. "We want to inquire into what it is

“Our voice and passion are



## A Business Plan for Peace

Business students are often called upon to design creative solutions to larger-than-life problems. But help put an end to suicide bombings on the West Bank? That may be a problem that most students, no matter how inventive, would be unwilling to confront.

Bryan Berkett, Uri Pomerantz, and Hisham Jabi, however, aren't "most students." When the three won the Stanford Social Venture Business Competition last year with their business plan for Jozoor Microfinance, their ultimate goal was nothing less than to bring an end to violence between Israelis and Palestinians. Jozoor will provide business training and microloans to young Palestinians to help them start their own businesses—and, the three hope, make them less likely to join extremist groups.

What makes this collaboration more amazing is that, by all logic, the three should be adversaries, not allies. Berkett is an American Jew from Beverly Hills, California. Pomerantz is an Israeli-American whose aunt was killed in a terrorist attack in Israel. And Jabi is a Palestinian who spent time in an Israeli prison and lost a cousin in an Israeli attack.

Berkett, who earned a bachelor's degree in English from New York City's Columbia University, initially conceived the idea behind their plan after watching a documentary on the Israeli-Palestinian conflict in an Islamic studies course. The documentary profiled a young Palestinian boy who noted that he "dreamed of becoming a suicide bomber." For that to be this boy's idea of ultimate achievement disturbed Berkett, so much so that he began thinking of ways he could provide boys like that other goals to pursue, such as self-directed business.

The success of the Grameen Bank's microloans in Bangladesh inspired him to think microcredit might also work to fight terrorism. "The U.N. has passed a resolution encouraging all nongovernmental organizations to utilize microfinancing to fight poverty," says Berkett. "I thought, why can't we take this valuable tool for poverty alleviation and use it in the Palestinian market?"

At the same time, Berkett's friend Pomerantz was pursuing undergraduate degrees in political science and computer science at Stanford University in California. When Berkett asked Pomerantz if he would be interested in joining the team, Pomerantz quickly agreed. "I was tired of waiting for the politicians and the military to work their magic," he says.

They soon heard about the Goldman Sachs-Berkeley-Columbia competition in social entrepreneurship and wanted to enter their business plan. There was only one catch: The competition required at least one of the participants to be a current business student, and neither Berkett nor Pomerantz had studied business. They quickly began searching for a third partner. One friend, also Jewish, turned them down flat, vowing that he "would never help a Palestinian."

Through other contacts, they found Jabi, who was studying at Claremont Graduate University's Drucker Graduate School of Management in California on a Clinton Scholarship. In spite of his past experience, Jabi agreed to join the group. "I appre-



Social entrepreneurs Uri Pomerantz and Hisham Jabi (facing camera) with Bryan Berkett.

ciate the struggle against Israeli occupation, but I believe that Palestinians can achieve what they want to achieve without violence," says Jabi.

Jozoor, which means "roots" in Arabic, went on to win first prize and \$7,500 in the Stanford Social Entrepreneur's Challenge and become a finalist in the Goldman Sachs competition. Until recently, Berkett, who is based in Southern California and makes frequent trips to the Middle East, served as Jozoor's executive director. He soon plans to return to school to earn a joint JD/MBA degree. Pomerantz works for Microsoft in Waltham, Massachusetts; he served as Jozoor's public relations director. Jabi received his MBA at Claremont and finished a master's degree in information technology last

## stronger than Ariel Sharon's tanks. We are a grassroots movement, and we will succeed."

—Hisham Jabi, Jozoor Microfinance

December; he handled business strategy and communications within the Palestinian community.

This September, Jozoor split into two separate entities, Berkett explains. Jabi has begun a new business under the Jozoor name that will work on raising more capital and developing a long-term plan. Berkett and Pomerantz will continue their work under a new company name—"Shurush," which means "roots" in both Arabic and Hebrew—and plan to begin lending immediately. Under Shurush, they have partnered with the East Jerusalem YMCA to support the organization in disbursing the first set of loans this year.

"We are in the process of bringing in a number of Muslims and Palestinians to get them actively involved on the board, as potential partners and as our chief operating officer," Berkett explains. "And in the next six months, we'd like to take our existing loan program and turn it into an actual investment program—right now, people can donate money, but they cannot invest. We'd like to create a socially responsible investment program, where people can invest money in our programs and get a one percent rate of return which would then be invested in the Palestinian economy."

To make Jozoor and Shurush work, the three know they cannot rely on a support system in the U.S. Instead, they must build a support system within the Palestinian community. "In the U.S., the most important issue is often financial support. But in Palestine, the supporting system is the social system," Jabi explains. "You have to be very careful to take into account the culture."

Their efforts have become even more important as the Palestinians' access to larger cities in Israel has become blocked due to restrictions on their travel. "People have been forced to do business locally," Berkett says. "They will need services to open in their own villages, from bakeries to barber shops."

To illustrate the spirit behind the efforts of Jozoor and Shurush, the partners cite a quotation from Margaret Mead: "Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it's the only thing that ever has." It's their message to those who believe small ventures such as theirs can't have an impact.

"Our voice and passion are stronger than Ariel Sharon's tanks," Jabi says. "We are a grassroots movement, and we will succeed."

To read more about Shurush Microfinance and Jozoor Microfinance, visit [www.shurush.org](http://www.shurush.org) and [www.jozoor.org](http://www.jozoor.org).

that brings life into the world and what will create a context in which terrorism is the least desirable alternative."

### 'A Drop in the Ocean'

Even as Middle Eastern countries continue to cope with unrest, their importance to the global marketplace is undeniable. Therefore, multicultural study that explores the Arab perspective has never been more valuable to global stability and security. It's an area where business schools could have substantial impact, says Timothy Fort, associate professor of business law and business ethics at the University of Michigan's Stephen M. Ross School of Business in Ann Arbor. He is a strong advocate for business contributing to a global sustainable peace.

"In the past, most educators thought the market would work these things out on its own, but that's not the case," Fort says. "Business schools should foster an atmosphere where it's safe for students and faculty to ask the question, 'What can we do?' We've shown a correlation between business activity and the prevalence of violence. We must give students the chance to study these connections more closely."

Fort recognizes that business educators may be reluctant to encourage students to tackle what may seem to be the ultimate Sisyphean task. Any venture they propose may seem to be the proverbial "drop in the ocean" when it comes to stopping terrorism. Even so, he believes that such an attitude is counterproductive and misses the impact individuals can have on any problem, no matter how great.

"When you look at any large problem, *everything's* just a drop in the ocean," Fort argues. He refers to the first conference he attended for corporate governance and sustainable peace, when these issues were first coming to the fore. "There was a parade of people from nongovernmental organizations and corporations. They all said, 'We don't have the authority, we don't have the power.' They pointed around the room at each other, saying, 'You're the one with the power,'" Fort recalls. "They all believed these issues were too big for one company."

The fact remains that these issues will require collective efforts, big and small, say these educators. The actions of business schools, faculty, and students may seem insignificant when balanced against a phenomenon as deep-rooted and wide-ranging as terrorism. Nevertheless, when small efforts are continually conceived and collectively sustained, many people believe they can effect lasting and significant change.

For more information on the initiatives of the Center for Business as an Agent of World Benefit and its practice of "affirmative inquiry," visit its portal at [worldbenefit.case.edu](http://worldbenefit.case.edu). **Z**

# Technology

## Class Recordings Go State-of-the-Art

**Move over VCR. Make room for the Apreso Classroom**, a new technology recently pilot tested and adopted at Temple University's Fox School of Business and Management in Philadelphia, Pennsylvania. Developed by Anystream, a Virginia-based software company, Apreso represents the latest generation of classroom content capturing software.

The advantages of Apreso are its ubiquity, immediacy, and ease of use, says David Feeney, director of digital education at the Fox School. Apreso can record not only video and audio, but also every presentation on the laptop, every keystroke and penstroke on a tablet PC, and every piece of visual material. In addition, students can view that captured content from the Web mere seconds after they leave the class.

The software works essentially unseen in the classroom and requires minimal instruction to use, Feeney adds. "It is essentially 'task-free,'" he says. "Faculty and students can be oriented in less than five minutes, and then every class meeting can be successfully captured with no change in classroom routine."

During the 2004 summer session, more than 2,200 minutes of content from the Fox School's undergraduate, graduate, and executive MBA courses were recorded per week. During its original pilot phase, five faculty members used the technology; this fall, 21 will be taking advantage of its benefits. Faculty are also using the technology to record presentations for students to view before class, as well as post-lecture presentations that go more deeply into certain facets of the material afterward.



**Undergraduate business student Tamika Ingram shows an Apreso Classroom capture on her laptop. Behind her, David Feeney, director of digital education, stands outside the classroom where the recorded lecture is in progress.**

"Our two 'capture rooms' are capturing 3,100 minutes of classroom audio and visuals per week, making them instantly viewable via any Web browser," says Feeney. "In addition, Fox faculty, staff, and students are using the rooms as studios when classes are out of session." In addition to the two capture rooms at Fox, three others are available in other areas of the university.

"Faculty are accustomed to coming into class and presenting their knowledge and experience to students, but all of that accumulated knowledge is lost when class is over," says John DeAngelo, associate dean for information technology at the Fox School. The Apreso Classroom allows faculty greater flexibility in presenting material, he adds, and

gives students the ability to replay and revisit that classroom experience as many times as they need.

Fox School administrators also plan to use the Apreso technology to create integrated coursework for the MBA program in 2005.

## New Resource for Job Seekers

**With online career tools becoming a bigger part of the business school graduate's job hunt**, a management consultancy firm based in Collegeville, Pennsylvania, recently launched a new online job resource to add to its arsenal. EliteGraduateJobs, a company specializing in the placement of recently degreed graduate and undergraduate students, now offers



# A World of Difference

Webster University's School of Business & Technology is pleased to announce that, for the ninth consecutive year, we awarded more master's degrees in Business, Management and Marketing to minority students than any other institution in America.

## TOP 100 MASTER'S DEGREE PRODUCERS 2004

Total Master's Degrees awarded to minority students majoring in Business, Management and Marketing

Ranking	Institution	Total
#1	WEBSTER UNIVERSITY	1099
2	Central Michigan University	480
3	University of Maryland-University College	394
4	Troy State University-Main Campus	379
5	Florida International University	344
6	Nova Southeastern University	343
7	University of Southern California	284
8	New York University	249
9	University of Phoenix-Online Campus	244
10	DeVry University-Georgia	225

SOURCE: *Black Issues in Higher Education* analysis of U.S. Department of Education reports of data submitted by institutions. Rankings are based on the reviews of 2002-03 preliminary data.



Benjamin Ola. Akande, Dean

Webster University's School of Business & Technology

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services customized to MBAs at MBAGradJobs.com. It also offers similar sites at IvyGradJobs.com, LawGradJobs.com, and University GradJobs.com.

The company will mix technology with traditional screening techniques to qualify candidates and match them with prospective employers. These techniques include on-campus events, career fairs, advertisements in student publications, and work with college career services offices, explains Daniel Williams, the company's founder. Williams also founded the Web site OxbridgeJobs.com, which specialized in placing candidates from Oxford and Cambridge Universities.

In addition to its placement services, MBAGradJobs.com also includes an online career center with articles on resume-writing, interviewing, self-assessment, and salary negotiation, as well as career- and business-related articles that have been published in *The Wall Street Journal*.

## U of Maryland Picks BlackBerry

This semester's incoming MBAs at the Robert H. Smith School of Business at the University of Maryland in College Park got more than their course schedules when they came to campus. The Smith School provided full-time MBA students with Nextel BlackBerry 7510 wireless handheld devices to encourage them to explore and exploit the "always on" technology that has become so prevalent in business.

About 400 BlackBerry handhelds were given to MBA students, faculty, and staff. The devices will provide students with wireless access to the Internet and e-mail; calendar, address book, task, and memo pad functions; and Nextel's Direct Connect digital walkie-talkie service. Soon, students will also be able to



obtain course assignments, grades, class rosters, and other school information from anywhere on the Nextel National Network through an online course development tool.

The devices have been incorporated in select MBA courses this semester and may eventually be required in all core MBA courses.

Smith School faculty are currently developing research proposals based on the Nextel initiative, which will explore how the BlackBerry devices affect areas such as team dynamics, virtual group behavior, and creativity.

By using the handhelds, students will develop a better understanding of how an information-driven world works, says Howard Frank, dean of the Smith School. "Our MBAs," he adds, "will gain a greater understanding of how information technology can be maximized to create innovation and drive business growth."

## GW Teaches Students to Manage Innovation

The Schools of Business and Engineering at George Washington University in Washington, D.C., have partnered to create a new graduate certificate in knowledge and innovation management. The certificate is designed to prepare students to manage the creation, collection, and dissemination of intellectual capital that helps bring new products and services to market.

The four-course 12-credit program integrates management and engineering disciplines and will be taught by faculty from both schools, as well as by experts from industry. The courses will focus on how to help members of organizations capture and share their knowledge to create solutions for the market via knowledge capture systems and communities of learning. Students will enroll in one course per semester and complete the program in four semesters.

## TOOLS OF THE TRADE

### HBSP Puts Its Case Teaching Methods on CD-ROM

Harvard Business School Publishing (HBSP) has developed "Participant-Centered Learning and the Case Method," a three-CD program that explores case teaching in depth. Created by Harvard Business School, the program is designed to help instructors build skills and confidence in teaching case-based classes, from establishing content flow and timing, to preparing assignments, to leading discussions by questioning, listening, and responding.

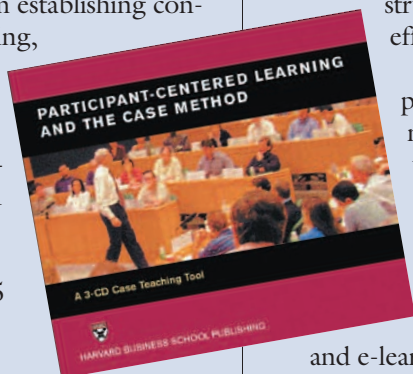
The three-disk set retails for \$225 for a single copy, with discounts for purchases of multiple copies. It includes "A Case-Study Teacher in Action," which features Professor David Garvin teaching a case, as well as his commentary and teaching tools. In addition, its "Answers, Insights, and Advice 1 and 2" features HBS professors addressing various aspects of using cases effec-

tively in any classroom. The CD-ROMs include four hours of video footage—including a complete case study and more than 70 video segments—from actual HBS case discussions. The CDs mark the first time video footage of HBS case discussions has been made available to help instructors teach cases more effectively.

HBSP offers on-campus seminars on the case method four times a year, but demand usually exceeds the number of spaces available, says Maureen Bates, HBSP's vice president for higher education

and e-learning. Through the program, she says, "we'll be able to share this method with a far greater audience, especially those overseas for whom travel costs to our in-person seminars would be prohibitive."

For more information on "Participant-Centered Learning and the Case Method," visit [www.hbsp.harvard.edu/educators](http://www.hbsp.harvard.edu/educators).



## NEWSBYTES

### WIRELESS SECURITY WORRIES

As wireless networks begin to grow in size and number, there will be more cybercriminals seeking to exploit them, say researchers at Gartner, a research firm in Stamford, Connecticut. So far, there are few reports of break-ins involving wireless technology, but the threat is very likely to grow. Attacks most likely will target not the network itself, but the unprotected wireless devices of users. Authenticating users and their equipment and preventing unauthorized access points may help to prevent the problem.

### DEPAUL EXPANDS DISTANCE LEARNING

The Kellstadt Graduate School of Business at DePaul University in Chicago, Illinois, has expanded its selection of online MBA courses. Twelve MBA core courses will be offered each quarter, including all MBA core courses and some electives. Online students are linked to traditional, face-to-face DePaul MBA classes through Course OnLine, a synchronized streaming audio and video technology developed by DePaul's computer science school. Course OnLine captures the entire class and downloads it to a site where online students can access it 24 hours a day. Students can access courses offered not only at DePaul's Rolling Meadows campus, but also in its MBA programs in Bahrain and the Czech Republic. **Z**

## DATABIT

A survey of 335 CEOs and CIOs conducted by PricewaterhouseCoopers found that **76 percent** of respondents believed that a formal IT corporate governance committee could help them identify and resolve IT problems in their organizations. However, **42 percent** noted that they did not plan to put an IT governance committee in place.

# Your Turn

by Len Jessup

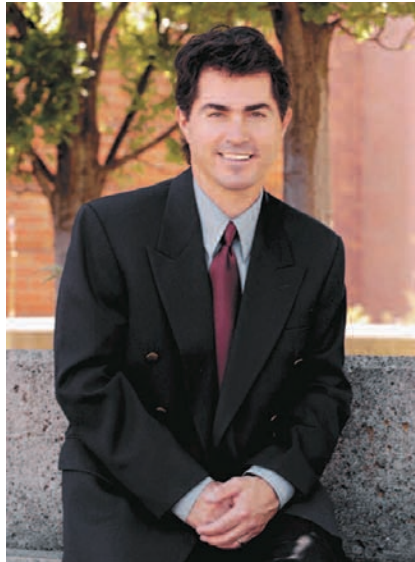
## Up to the Challenge: Views from a New Dean

Two years ago, when I was 41 years old, I became the new dean of the College of Business and Economics at Washington State University. For two years before, I had spearheaded the CBE's information systems program, so I thought I knew the college more than well enough to step seamlessly into the dean's position. I was unaware of what was ahead of me.

I had no break-in period, no calm before the storm. In my very first week on the job, I had to implement an externally imposed budget cut that involved job eliminations. In addition, a mountain of AACSB reaccreditation materials covered my desk, for I had taken the job during the third year of a continuing review of the CBE. As our review team leader put it when he described the situation to our faculty, the school was "at the plate in the bottom of the ninth inning with two outs and a full count."

As I dug into the review team's assessment of our school, I was surprised at what I found. The assessment's neatly detailed report outlined 16 major "must-fix" items. These included fundamental issues such as the rigor of our promotion, tenure, and review processes; the need to cut programs; the need to assess learning outcomes; and the need to define academic qualifications, among others. We were a good college, the assessment found, but we had been ravaged by budget cuts over the last two decades. We were trying to do far too much with too few resources. We weren't enforcing some key rules

and standards. We weren't as merit-based as we should have been. Morale was low, and our staff and faculty desperately needed to be energized, praised, trusted, focused, and enabled. Furthermore, our faculty had no idea of the performance, rewards, or resource allocations of each unit; misperceptions and mistrust were rampant throughout the college. Finally, the report said, we lacked clear vision. We needed complete re-engineering and transformation, which included making significant changes to our culture.



Len Jessup

That's the moment I wondered what I had gotten myself into. The audit was painful, embarrassing, and discouraging. I now can admit openly that in that first week on the job, I thought the task before us could be insurmountable, especially given that we had only a year left on our continuing review clock. It was June; the review team was scheduled to visit again in August. I felt an urgency to do something bold and dramatic—and fast.

Luckily, I found I wasn't in this alone. A broad coalition of faculty and administrators offered their services. The president and provost of the university really wanted to have a strong, accredited business program, and they supported our efforts. A number of influential alumni recognized the need for change. Soon, I began to see this daunting challenge as a "good-to-great" opportunity and a useful blueprint of our future transformation. I started to believe that we really could get this job done.

I knew I needed some administrative backup, something usually provided by associate deans. I had a very good sitting associate dean of undergraduate programs, but I had no associate dean of faculty affairs. The lack of that position was a symptom and cause of many of the problems outlined in that 16-point analysis. I filled that post in short order with a talented faculty member from our marketing department.

Then, with just weeks left before the review team's visit, my associate deans and I determined which faculty members were available that summer to help. We formed a cross-college reaccreditation task force and wrote a detailed action plan addressing each of the 16 points, explaining what we would do to solve each problem and in what time frame. The plan required us to take several drastic measures:

- Enforce strict standards of academic and professional qualifications for faculty.
- Rewrite the college's promotion and tenure document and re-engineer both processes.
- Redesign the annual performance appraisal process to be completely merit-based.

**In my very first week on the job, I had to implement an externally imposed budget cut that involved job eliminations. In addition, a mountain of AACSB reaccreditation materials covered my desk, for I had taken the job during the third year of a continuing review of the CBE.**

- Provide more and better feedback to faculty, chairs, and units in annual reviews.

- Cut the number of our academic offerings by about half to allow us to focus our efforts on our strengths.

- Redesign our undergraduate core business curriculum to be focused on outcomes, and plan similar changes to our MBA program.

- Erase a budget deficit and secure growth in our budget from central administration.

- Plow available resources into our development team.

In addition, our plan aligned with WSU's four core strategic goals: offer the best undergraduate experience in a research university; nurture a world-class environment for research, scholarship, graduate education, and the arts; create an environment of trust and respect; and develop a culture of shared commitment to quality.

One week before the review team's visit, we called an all-college briefing where we presented an action plan to our faculty and staff. A few faculty members were angered that we had created the plan over the summer without their direct participation. Many were shocked by the severity of the problems—not to mention the scope of the solutions.

When the review team came the following week, we arranged another all-college briefing. There the team leader waved our action plan above his head, gave his "bottom-of-the-ninth-inning" analogy, and told us that if we followed this plan we just might make it. That moment galvanized the faculty and prepared them for the coming changes. In many ways, our reaccreditation bid, and the college's trajectory, changed for the

better that day. We had angered some faculty, but in taking this difficult step we had turned a corner. Now we had to follow through on our plan.

Fast forward to early 2004. With the possible reaffirmation of our accreditation just two months away, we had completed more than 90 percent of our action plan. We had succeeded in a near-total re-engineering of our College of Business and Economics. We were breaking records for fund raising. We had redesigned our undergraduate curriculum and had a redesign of our MBA program in the works. Something dynamic was happening in our college. By April 2004, our reaffirmation of accreditation was formally announced at AACSB International's Annual Meeting in Montreal. We had done it.

As a new dean, I had accepted this challenge and worked with the entire community of the college, university, and other constituents to accomplish it. We know we're not done yet in our "good-to-great" transformation, but we're well on our way. For example, our international business and entrepreneurship programs have risen in the rankings, and we are now leading a campuswide Entrepreneurship and Innovation Initiative. We're taking the vision that carried us through the reaccreditation process and incorporating it into our formal strategic plan: "To be one of the

best and most innovative programs in the world by the end of the decade."

I certainly don't recommend that a college—or a dean—rely on reaccreditation as dramatically as we did to effect transformation. But the experience has been a significant opportunity for me. I have learned that surrounding myself with competent, committed people at work is one of the best decisions I could have made as a dean.

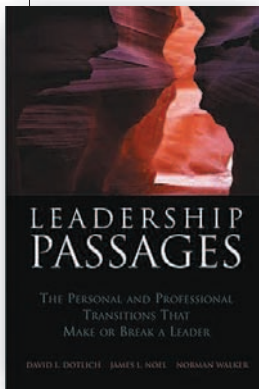
I also learned that achieving a balance between the rewards and challenges of home and career is imperative for any dean. To make it through these last two years, I had to rely on my family. Even though my wife was working to achieve tenure at another college on campus, she took on more responsibilities at home and made sure I was as engaged in the family when I was at home as I was in my job when I was at work. At the time, our daughter was a charming four-year-old and our new baby boy was growing more delightful every day; my wife didn't want me to miss a thing. As a result, despite long hours at work and time away on work-related travel, I still feel connected to her and our children, now six and two.

If I had the opportunity to do it all over again, I'd do it in a second. This experience has given me two of the most fun and rewarding years of my life. To continue our review team leader's baseball analogy, I truly feel as if we've hit a grand slam to win the game. More important, I feel ready and eager to serve as coach for many games to come. **Z**

Len Jessup is the dean of the Washington State University College of Business and Economics in Pullman, Washington.

# Bookshelf

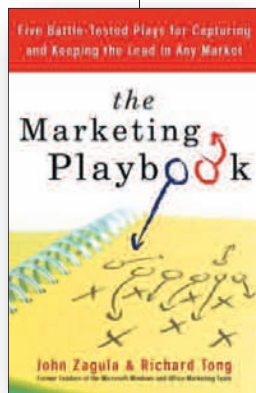
**No one likes to fail, but good leadership** almost requires that individuals face adversity at some point in their careers. It's how and what they learn from life's most unsettling events that hones their skills as leaders. That's the premise of *Leadership*



*Passages* by David L. Dotlich, James L. Noel, and Norman Walker. The authors isolate 13 common personal and professional “passages,” including joining a company,

moving into a leadership role, accepting the stretch assignment, dealing with significant failure, coping with a bad boss, losing a job, living through an acquisition or merger, and surviving a divorce. Individuals who endure such experiences but don't learn from them will never grow as leaders, according to these authors. “Without a failure or two along the way, leaders never have to move out of their comfort zones, adjust their identities, or develop their capacity for compassion,” they write. Those who have ever held a job will have lived through some of the crisis points and can use this book to gauge how the events changed them as leaders. (Jossey-Bass, \$24.95)

**The entire science of marketing** can be condensed to five specific strategies, according to John Zagula and Richard



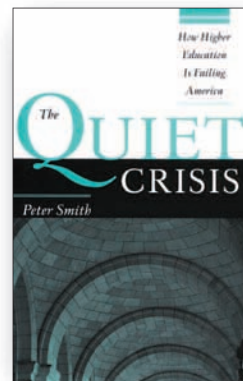
Tong in *The Marketing Playbook*. Many of the analogies they offer are derived from sporting events, and the fast-paced, go-get-em attitude feels like a coach's exhortations to get his players on the field absolutely prepared. Their fast-paced prose is clear and precise, and they don't mince words. Describing the exhilaration of the “drag race” ploy—choosing a competitor and challenging it to an all-out rivalry—they write, “Take heed. Before you enter a Drag Race, make sure you look closely at the resources and wherewithal of the other racer, but also make sure you yourself are prepared to do what it takes to stay ahead all the way.” Not only do the authors identify the five marketing strategies, they comprehensively describe what market conditions make each play the right one and outline the potential risks and rewards. The book offers a fun ride—but there's some real power under the hood. (Portfolio, \$22.95)

**Alexander Graham Bell offered the telephone** to Western Union back in 1876, but the telegraph company could see no particular use for the novelty device and turned it down. Twenty-five years later, AT&T had twice the annual income of Western Union,

and ten years later, AT&T acquired a controlling interest in the other company. How did Western Union fail to recognize a disruptive technology that would change the entire structure of long-distance communication? More important, how can any industry executive today forecast what new tech-

nology will radically re-map his own landscape? In *Seeing What's Next*, Clayton M. Christensen, Scott D. Anthony, and Erik A. Roth attempt to answer that second question. Using the telecommunications industry as an example, they develop theories that analysts can use to judge when any market is about to change, what segment is about to change, and where the competitive battles might play out. Smart and topical, this book is loaded with insights into how to prepare for the future. (Harvard Business School Press, \$29.95)

**Is higher education failing America?** Peter Smith thinks so. In *The Quiet Crisis*, he points out that higher education



is becoming an aristocracy of the white well-off elite, leaving behind the poor and people of color. At the same time, he says, most higher

education institutions cling to an outmoded “educational model that has been in place since the 14th century.” Failing to recognize how people really learn, and failing to incorporate new technology into their educational systems, universities are failing their students—and, by extension, a country that will need a diverse workforce equipped to understand a global economy. The current educational system only works, Smith believes, if “the goal of a college is to be well thought of by other colleges; if the president of



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- ▶ Build great leadership teams?
- ▶ Motivate and retain key technical talent?



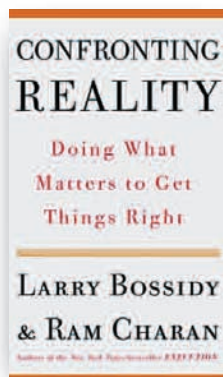
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a college wants to move up to even more prestigious, high-paying jobs; if the aim is to enroll only the wealthiest, smartest, and most promising students who have already demonstrated their capacity for academic work.” Hard-hitting and heartfelt, this book is a cry for a revision of an entire system. (Anker Publishing Company, \$39.95)

**We've all known CEOs who seemed disconnected from reality, but today that trait is less likely to annoy the staff and more likely to sink the business.** In *Confronting Reality*, Larry Bossidy and Ram Charan describe the new world order, in which globalization affects even the smallest operation and old business tools simply will not get the job done. Gone are the eras of mergers and acquisitions, of brand domination, of maximization of shareholder wealth. Today's business leader needs to ask some tough questions: *Is my industry changing? Who is*

*making money in my industry and how? Might I be in a structurally deficient industry that is going to fail no matter how good my product is?* CEOs can't hope to answer these questions correctly if they exhibit “the six habits of highly



unrealistic expectations of capital markets. The authors explain how to develop a realistic business model and give case studies of companies that are thriving even in today's chaos. (Crown Business, \$27.50)

unrealistic leaders”—filtering information, hearing selectively, indulging in wishful thinking, ruling by fear, overinvesting emotion in their company, and maintaining

**Management Education in India is Dharni P. Sinha's blunt and detailed critique of the state of business education in that country today.** He pulls no punches as he claims that few of India's management institutions deserve to be globally ranked, that India's business schools need to be self-sustaining, and that current government regulation is often more harmful than helpful. He notes that India's other management education crises revolve around insufficient faculty, a lack of attention to research, the push to accreditation, and the effect of school rankings. Most of the chapters in the book are derived from papers Sinha has written, but a few are drawn from roundtables and conferences of top management educators who address some of these very critical issues. The book provides excellent insights into one country's struggle to produce top-notch management education. (ICFAI University Press, \$15) **Z**

# Spotlight

## I Facing the Future

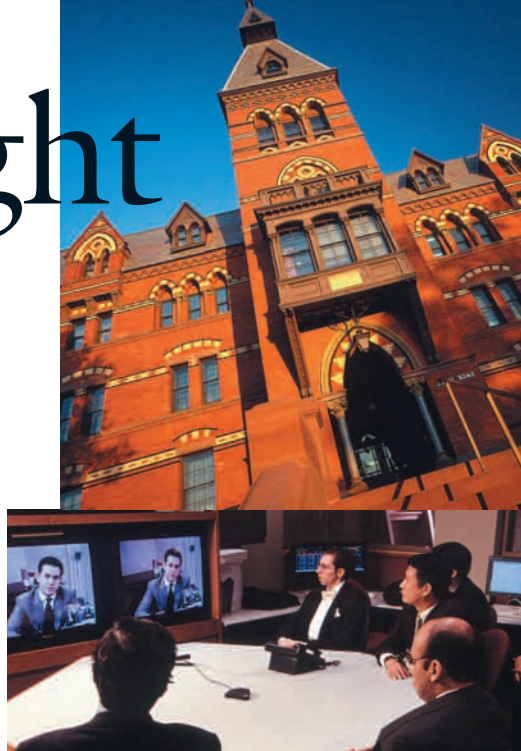
Samuel Curtis Johnson Graduate  
School of Management  
Cornell University  
Ithaca, New York

This year the Johnson Graduate School of Management experienced two symbolic events: its 20th anniversary as the Johnson School and the passing of its namesake Samuel Johnson, the executive, alumnus, champion of sustainable development, and \$25 million donor to the school. In tribute, Johnson's most recent \$5 million gift will support school initiatives in global sustainable business, including a new Center for Sustainable Global Enterprise, which will study the "triple bottom line" of business—financial profitability, ecological integrity, and social equality.

The 20-year milestone has proven to be the perfect time for the school to plan aggressively for its future. The Johnson School has created an ambitious five-year plan to continue its advance into the 21st-century marketplace.

Central to the school's agenda is the development of several strategic research centers devoted to areas of business the school sees as gaining in importance. The school continues to enhance its Parker Center for Investment Research, which teaches investment management skills via an electronic trading room and student-managed equity fund. In the planning stages are a Center for the Business of Science and Technology, a Center for Analytics and Research in Marketing, and a Center of Entrepreneurship.

Entrepreneurship is a prominent area of study for the Johnson



Above: Sage Hall, the century-old facility for the Johnson Graduate School of Management that underwent major restoration and renovation in 1996. Left: A small classroom at the Parker Center, equipped for two-way distance learning. Below: A finance class in the Johnson School's Parker Center for Investment Research.

School, whose students can choose from 14 specialized courses in entrepreneurship. In the 15-credit Entrepreneurship and Private Equity Immersion in the second half of the first year of the MBA, students concentrate completely on the topics of new ventures, venture capital, leveraged buyouts, and mid-range mergers and acquisitions. Students in the BR Ventures program take part in a venture capital operation, offering promising startups between \$50,000 and \$250,000. Those participating in the school's BR Incubator help foster and develop the entrepreneurial efforts of students across the Cornell campus.

Since 1992, business school faculty have participated in Cornell's Entrepreneurship and Personal Enterprise (EPE) program, along with faculty from all of Cornell's other schools and colleges. Through EPE, all Cornell students can hone their entrepreneurial skills through a series of courses, seminars, guest lectures, clubs, networking opportunities, and internships.

In the next few years, the school plans to grow its established curriculum, which includes 24- and 12-month MBA, doctoral, and customized executive education pro-

grams serving more than 600 students. The school specifically wants to highlight diversity. Women currently comprise less than 30 percent of its MBA classes, a number the school wants to improve. To that end, it sponsors Camp \$tart-Up, a program that introduces business to teenage girls. It also is working with its Office for Women and Minorities in Business to perform more outreach to high-school and undergraduate women and minorities.

The Johnson School has an important legacy to uphold, but it also must continue to renew itself, says its dean Robert Swieringa. "The keys to success in a rapidly changing, unpredictable world will have as much to do with mindset as with skills," he says. "Leaders will have to prepare organizations for innovation, pick the right places to innovate, help others to innovate, and want to see their visions become reality."

The Johnson School is accredited by AACSB International. **Z**