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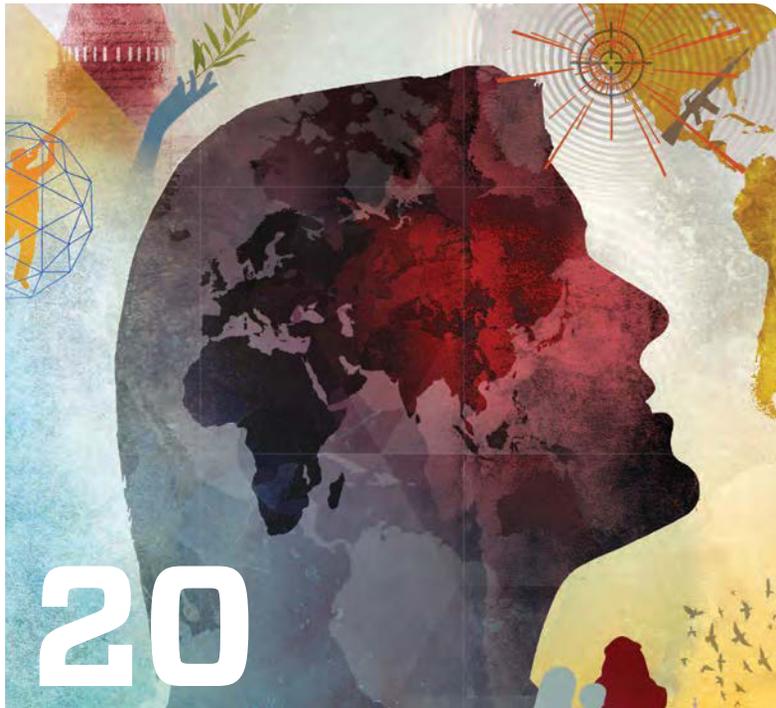
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BizEd

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BizEd welcomes article submissions of between 1,500 and 3,000 words from recognized authorities in their fields on topics and trends important to management education. Because *BizEd* is not an academic publication, we prefer articles written in a descriptive, provocative, and journalistic style, rather than in a scholarly tone. Submissions are reviewed by *BizEd*'s editors and Advisory Committee; publication decisions will be made within six weeks of submission. Accepted articles will be edited to conform to *BizEd*'s format.

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Lead and Learn

IT SO HAPPENED that historian Doris Kearns Goodwin released her book *Leadership in Turbulent Times* just as we were preparing our focus on the same topic. I was excited to read Goodwin's treatise on leadership told through the personal stories of four U.S. presidents: Abraham Lincoln, Theodore Roosevelt, Franklin Roosevelt, and Lyndon B. Johnson.

Goodwin worked closely with Johnson in the 1960s, first as a White House Fellow and eventually as his biographer—a connection that makes Johnson's place in the book especially poignant. As president, he experienced great triumph when the U.S. Congress passed the Civil Rights Act of 1964, which banned segregation and racial discrimination. But just a few years later, he lost the faith of the American people when he could not resolve the Vietnam War successfully. He failed because "he was motivated less by a set of positive goals than by a powerful sense of what he wanted to avoid—failure, loss, and a humiliating defeat for himself and the country," Goodwin writes. "What emerged was ... a course predicated as much on what *not* to do as on what to do."

Not all of today's leaders will face issues as historically significant as those faced by Goodwin's prominent subjects. But today's challenges are no less daunting, encompassing everything from climate change to technological upheaval to political conflicts. What will determine whether future leaders will be equal to the task or fall far short of the mark? One message of Goodwin's book is that "resilience, the ability to sustain ambition in the face of frustration," is the greatest contributor to a leader's success. Successful leaders are willing to learn from and move on from failure, not be defined by it.

In our cover feature, similarly titled "Leading in Turbulent Times," educators from four schools share their thoughts on producing graduates with this intangible skill. Joan Marques of Woodbury University writes about instilling in students a sense of moral responsibility; Dan Laufer of the Victoria University of Wellington, about teaching them to address environmental issues such as overtourism. Henry Onukwuba of Lagos Business School outlines the skills leaders will need to address corruption and changing demographics in Nigeria; Gustavo Roosen and Rosa Amelia González of IESA, the skills needed to lead under Venezuela's autocratic government.

And just as leaders navigate complex challenges, they also must navigate complex conversations. In "The Art of the Difficult Discussion" and "Teaching Globalization in the Time of Trump," professors from Villanova and Simmons universities, respectively, make cases for teaching students to talk about divisive subjects. "The cost of encouraging difficult discussions in our classrooms," writes Noah Barsky of Villanova, "is far less than the cost of inaction in the face of controversial situations in business."

Goodwin's book shows us how four leaders managed difficult discussions and learned from their mistakes, all while being determined to leave the world better than they found it. By teaching students to be both ethical and resilient, business schools will prepare future leaders to do the very same.

Tricia Bisoux
Co-Editor

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B-School Communications & Development Symposium
#AACSBbcds
Clearwater Beach, Florida

MARCH 17–19
Assessment & Impact Conference
#AACSBassessment
Charleston, South Carolina

APRIL 14–16
International Conference & Annual Meeting (ICAM), #ICAM2019
Edinburgh, Scotland

MAY 5–7
Redesigning the Undergraduate Curriculum, #AACSBcurriculum
Providence, Rhode Island

MAY 17
Latin America & Caribbean Summit
#AACSB
Bogotá, Colombia

MAY 26–28
Annual Accreditation Conference: Asia Pacific
#AACSBap
Kuala Lumpur, Malaysia

MAY 30–31
Co-Lab: Connecting Industry with Business Schools
(see inset photo)

SEMINARS

MARCH 12–13
Business Accreditation
Amsterdam, the Netherlands

MARCH 12–13
Business Accreditation
Tampa, Florida

MARCH 14
Faculty Standards & Tables Workshop
Amsterdam, the Netherlands

MARCH 14–15
Advisory Council
Tampa, Florida

MARCH 17–18
Assurance of Learning I
Dubai, United Arab Emirates

MARCH 19–20
Assurance of Learning II
Dubai, United Arab Emirates

MARCH 20–21
Assurance of Learning I,
Assurance of Learning II
Charleston, South Carolina

MARCH 25–26
Business Accreditation
Bangkok, Thailand

MARCH 27–28
Assurance of Learning I
Bangkok, Thailand

MARCH 29–30
Assurance of Learning II
Bangkok, Thailand

APRIL 3
Faculty Standards & Tables Workshop
Tampa, Florida

APRIL 4–5
Engagement, Innovation & Impact
Tampa, Florida

APRIL 12–13
Engagement, Innovation & Impact
Edinburgh, Scotland

APRIL 13
Quality Assurance Professionals Workshop
Edinburgh, Scotland

APRIL 23–24
Business Accreditation
Marrakech, Morocco

APRIL 25–26
Assurance of Learning I
Marrakech, Morocco

MAY 4–5
Lessons for Aspiring Deans
Providence, Rhode Island

MAY 9–10
Data Analytics Summit
Hosted by Georgia Tech
Atlanta, Georgia

MAY 13–14
Business Accreditation
Valencia, Spain

MAY 15
Accounting Accreditation
Tampa, Florida

MAY 15
Faculty Standards & Tables Workshop
Valencia, Spain

other events

APRIL 3–5
Baltic Management Development Association Annual Conference
Casablanca, Morocco
www.bmda.net

APRIL 10–12
BALAS Annual Conference
Lima, Peru
www.balas.org

APRIL 11–12
European University Association Conference
Paris, France
www.eua.be

JUNE 5–7
EFMD Annual Conference
Lisbon, Portugal
www.efmd.org

JUNE 10–13
Association for the Assessment of Learning in Higher Education Conference
St. Paul, Minnesota
www.aalhe.org

CREATIVITY *at* WORK

On track for success

As a former professional runner, Briana Nelson used her focus and determination to stand out in her field. Now, she's using her Master of Science in business with a concentration in finance from Virginia Commonwealth University to do the same thing. "Programs like this are few and far between," Briana explains. "I want to keep broadening and diversifying my experiences, and that's exactly what VCU's School of Business offers." Whether working in London with VCU's International Consulting Program or switching lanes in her career, Briana knows you can't hold yourself back. You've got to grab opportunity and run with it.

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Exec Ed Opportunity

SHORT, STACKABLE PROGRAMS ARE IN HIGH DEMAND.

IN 2017, the global market for online learning was valued at US$255 billion, according to corporate finance advisory group IBIS Capital. But higher ed captured only $17 billion of that amount—less than 7 percent of the market. Why such a small fraction? One reason could be that organizations want access to training that's delivered in shorter, more flexible formats than many business schools offer. That's according to a new report about the state of global executive education from CarringtonCrisp, a U.K.-based education marketing firm.

In fact, just 28 percent of the individuals surveyed say that their firms turn to business schools for training and professional development. Twenty-one percent note that exec ed training that their organizations had purchased from business schools in the past had had no impact on their organizations. And 29 percent say that other providers simply offer programs better suited to their development needs.

"Learning design needs to change massively," says one respondent. "It needs to help people do their jobs more effectively in the moment. Shorter periods of learning are just as impactful as three-day training courses." Another notes, "Programs used to be one week. Now they are one-hour lunches over several weeks. Programs need to be stickier to take hold in these shorter time periods."

Digital providers such as Coursera and Udacity have stepped in to deliver very short-format educational experiences. Among respondents, 36 percent report having taken courses on Coursera and 35 percent on Udacity.

The report also singles out a newcomer, the Emeritus Institute of Management in India, whose revenues were expected to reach $40 million in 2018. Emeritus has invested heavily in using artificial intelligence and predictive analytics to offer adaptive learning options that are more responsive to student needs.

The report highlights the most popular topics of study for exec ed students, such as strategic marketing, communication, leadership, risk management, and productivity. However, gaining in popularity are topics such as growth and scalability, resilience and mindfulness, digital transformation, and social impact.

The good news for business schools is that the exec ed market will only continue to grow, with 51 percent of employers surveyed indicating plans to increase spending on training. While many respondents turn to alternative providers, 56 percent agree that "business school faculty have a wealth of experience not often found in consultants."

B-schools can tap their faculty's experience and pedagogical strengths to tailor options to market demand, says Andrew Crisp, founder of Carrington-Crisp. "If people come out of these programs with the qualities employers want, that will drive the market forward," he says. "Outcomes will be key."

Schools that don't deliver desired results, the report warns, "could miss out on many of these opportunities in the new executive education marketplace."

▶ **Read "Executive Education Futures: What Next for Business Schools, Learners and Employers?" at www.carringtoncrisp. com/images/PDFs/Executive_Education_ Futures_18.pdf.**

THE RISKS OF CEO ACTIVISM

WHILE CEOS HISTORICALLY avoid taking public stands on controversial topics, that might be changing, according to a new paper in the Stanford Closer Look series. It was produced by the Corporate Governance Research Initiative (CGRI) at the Stanford Graduate School of Business in California and written by David Larcker, the James Irvin Miller Professor of Accounting at Stanford; Stephen Miles of executive coaching firm The Miles Group; Brian Tayan, researcher at CGRI; and Kim Wright-Violich of impact investment firm Tideline.

The paper examines how boards should weigh the costs or benefits when CEOs use social media to take public positions on environmental, social, and political issues not always related to their businesses. "CEO activism is not new, but it is becoming more common and receiving more attention," says Larcker.

"The 'double-edged sword of CEO activism' reflects the tricky risk calculation for CEOs as they wade into public commentary on often highly controversial issues," adds Miles. "CEOs are commenting on issues that were once thought to be a third rail—such as gun control or climate change. ... While certain groups may respond positively to a bold statement over social media, investors may penalize a company with a stock dip if they feel that a position is too edgy for that particular company."

To negotiate public activism, the researchers say, CEOs must plan for three common scenarios: event-driven crises such as floods or fires, when CEOs must react quickly and genuinely; CEO-driven stands that the company takes in response to some defining societal issue such as gun control or LGBTQ rights; and simmering issues, such as animal cruelty or plastic waste, that lurk in the background of every industry. "CEOs must try to be proactive about ... what risks they are taking coming out on either side of an issue," Miles notes.

"Activist statements can have a real impact—positive or negative—on customer and employee attraction and retention," Larcker adds. "There are tremendous differences across age groups and political affiliations, and every company's population is different. It's critical that the CEO and senior management develop a guiding framework around the level and tenor of CEO activism, and then run this framework by the board of directors, to ensure that the path is strategically appropriate for the company."

▶ **Download "The Double-Edged Sword of CEO Activism" at www.gsb.stanford.edu/ faculty-research/publications/ double-edged-sword-ceo-activism.**

Filling in the 'Missing Middle'

AS INDUSTRY EMBRACES the advantages of artificial intelligence, human workers fear being displaced by robots. But many more jobs will be filled by humans and machines working together in "the missing middle," according to the authors of a report from Accenture and the Aspen Institute's Business & Society Program.

"We are leaving the 'Information Era,' when machines delivered data that improved processes and products, and entering the 'Experience Era,' during which uniquely human skills will deliver more personalized and adaptive customer experiences," they write.

Researchers analyzed data from the U.S. Department of Labor to trace the evolution of more than 100 abilities and working styles over the past decade. They found that "more than half of U.S. jobs need higher-level creativity, over 45 percent require more complex reasoning, and 35 percent need more socio-emotional skills than in the past." The report predicts that, in the AI-enabled workplace, more emphasis will be put on ten types of intelligence: physical, cognitive, strategic, practical, analytical, creative, interpersonal, intrapersonal, moral, and growth-oriented.

But workplaces aren't ready to implement the new intelligences or the human-machine interface. Business leaders believe that only about a quarter of their workers are prepared to work with AI and machines, although more than two-thirds of surveyed workers say they recognize the importance of developing their own skills in this area. In fact, these workers feel companies should do more to help them get ready: 37 percent say their biggest obstacle is lack of sponsorship from the company, and 36 percent point to lack of resources.

To prepare for the Experience Era, the report emphasizes, educators and learners must rely on scientific techniques and smart technologies designed to help workers learn faster and tap latent intelligences more effectively.

▶ **To download the report, visit www. accenture.com/us-en/insights/future-workforce/missing-middle-skills-human-ai-collaboration.**

> **>50%**
> of U.S. jobs need higher-level creativity.

A MODEL OF ECO-EFFICIENCY

Sustainability experts agree that humans must conserve the planet's natural resources. That effort will rely on companies embracing the circular economy, in which all materials are reused or recycled after initial use.

Five scholars from Kedge Business School in Talence, France, have created a framework to make it easier for organizations to participate in the circular economy. The researchers include Frank Figge, professor of corporate social responsibility and sustainable development; Andrea Thorpe, assistant professor of entrepreneurship, innovation, and strategy; Phillipe Givry, assistant professor in finance; Louise Canning, associate professor of marketing; and Elizabeth Franklin-Johnson, research professor.

Their framework focuses on two metrics: *circularity,* the number of times resources can be reused; and *longevity,* the time period over which reuse can occur. For example, resources that can be reused many times for short periods could possibly be less sustainable than those that can be reused fewer times over long periods.

The ideal scenario is a material with high circularity *and* longevity, Figge explains. Sustainable development will require "dramatic increases of efficiency," he adds. "We need to use resources longer and more often."

The co-authors apply their model to the use of gold in mobile phones. A phone's initial use might last for two years—if the phone is then refurbished and eventually recycled, the gold's circularity increases by 17 percent; its longevity, by 11 percent. This model shows that "refurbishment and recycling add more to the circularity of gold, than to its longevity." Such data could help organizations make more sustainable decisions in their supply chain models.

"Metrics that capture current rates of eco-efficiency are significant," the authors write, but tools that "inform better decision making to improve eco-efficiency are arguably even more important."

"Longevity and Circularity as Indicators of Eco-Efficient Resource Use in the Circular Economy" appears in the August 2018 issue of *Ecological Economics.*

By the Books

BECAUSE SO MANY of their students struggle with the cost of course materials, more professors are opting to use free open educational resources (OER) in their courses, rather than expensive traditional textbooks. But other faculty worry that the quality of OER might not equal that of traditional textbooks, according to a report conducted by the Babson Survey Research Group at Babson College in Wellesley, Massachusetts.

In "Freeing the Textbook: Educational Resources in U.S. Higher Education, 2018," the research group points to a significant increase in educator awareness of OER. Forty-six percent of professors and instructors now say they are familiar with OER, up from 34 percent three years ago. But while 61 percent of faculty surveyed either agree or strongly agree that their students struggle with the cost of course materials, less than 20 percent say that their institutions have adopted initiatives to bring those costs down.

Faculty who use OER argue that these digital materials don't just make education more affordable. They're also wide-ranging, regularly updated, and easily customized.

"The availability of electronic material that is in the public domain is so vast. I have created entire courses with all materials made available without cost to students," says one full-time professor in business administration. "This will become more common over time. Publishers will have to add value with ancillaries such as study aids, homework managers, [and] access to relevant online interactive exercises and videos."

The majority of faculty surveyed, including those who do not use OER, often take other steps to lower costs for their students. For example, they choose less expensive texts, encourage students to rent textbooks or purchase them used, or place copies of course materials on reserve at the library.

Faculty's increased awareness of OER could be a natural extension of these efforts, says Julia Seaman, research director for the Babson Survey Research Group. "OER could provide an answer to the cost concerns that faculty have, while also supporting the 'revise' and 'remix' approach to textbook content that faculty are already using."

Some faculty express dislike or outright distrust for OER. Says one professor, "Students buy the electronic copy but then borrow printed copies because it is easier to read." A math professor argues that OER is not closing the achievement gap for underserved populations, noting that providers such as Pearson offer products that come with more powerful resources, better metrics, and other beneficial features.

Other faculty report that students who rely on OER do not master the material as well as those who learn via traditional materials. "OER in business seems to be consistently outdated and, in some cases, inaccurate," says one business department chair. "Faculty have tried unsuccessfully to implement them into their courses."

However, some respondents who aren't using OER express a willingness to do so as their quality improves. "If there were to become OER resources available, I would completely use them if they met the rigor and standard of the print materials I am currently using," says one medical faculty member.

Widespread integration of OER has been "held back by a lack of awareness of OER and a perceived lack of offerings," Seaman notes. "That said, factors like a growing acceptance of digital media and concerns over the cost of textbooks could accelerate the expansion of OER awareness and use in the future."

▶ **The 48-page report is based on a survey of more than 4,000 faculty and department chairs. It is available for download at www.onlinelearningsurvey. com/oer.html.**

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BUY OR SELL? WHAT DID THE CEO DO?

When considering whether to buy stock in a company, investors often look to the trading activity of its top executives. If CEOs or CFOs make large purchases of company stock, investors tend to assume the stock price is about to go up. But what does it mean when executives sell?

A new paper by Peter Kelly, an assistant professor of finance at the Mendoza College of Business at the University of Notre Dame in Indiana, looks at the predictive power of corporate executives' trading activities—the legal type of insider trading. Generally, insider *purchases* have strong return predictability, but insider *sales* do not. That's because executives buy stock because they expect it to rise, but they sell stock for many reasons—to diversify their portfolios or to get cash to finance a house.

Kelly found that when insiders sell company stock for a loss, the stock's subsequent six-month return is lower by 188 basis points—the measure of a stock's percentage change in value—than in all other firm-months. When insiders sell their stock for a gain, there is no return predictability.

Investors need a stronger negative signal to sell at a loss than to sell at a gain, Kelly explains. "Since selling a stock at a loss is painful, an investor who sells at a loss must have particularly negative information."

If managers purchase stocks recently sold at a gain by company insiders and sell stocks sold at a loss, Kelly says, they would earn 67 basis points per month higher than the benchmark index.

"The Information Content of Realized Losses" appears in the July 2018 issue of *The Review of Financial Studies.*
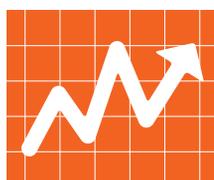
Male Directors Chosen By Appearance

IN ELECTIONS FOR directors of corporate boards, women are not judged by their facial appearance, but men are. It's not their attractiveness that wins over voters, but other qualities that viewers perceive in their faces. That counterintuitive finding comes from research conducted by Philipp Geiler, an associate professor in corporate finance at EMLyon Business School in France; Luc Renneboog, a professor of corporate finance at Tilburg University in the Netherlands; and Yang Zhao, a lecturer in banking and finance at Newcastle University Business School in the U.K.

The researchers reviewed 621 corporate director elections and re-elections in U.K. firms between the years 1996 and 2007. They calculated an appearance score for candidates based on rankings from anonymous raters, who scored candidates between 1 and 5 for their beauty, perceived competence, trustworthiness, likability, and intelligence after seeing their photographs. The researchers matched these average ratings with the percentage of voters who either abstained or voted against directors in their elections and re-elections.

While beauty had no impact, the study revealed that male directors who were perceived as exhibiting competence, trustworthiness, likability, and intelligence received more votes in their favor. In fact, as a candidate's rating increased by one standard deviation, his likelihood of receiving negative votes declined by 26 percent. Thus, when shareholders vote for a male candidate, they are considering his physical appearance as well as his professional background, education, or corporate track record.

On the other hand, the perceived beauty and character traits of female candidates had no effect on the number of votes that they received. Geiler adds, "In fact, women receive very little voting dissent at all, which is likely due to top female directors still being in short supply, and companies and shareholders recognizing the benefits of gender diversity at board level."

"Beauty and Appearance in Corporate Director Elections" was published in the July 2018 issue of the *Journal of International Financial Markets, Institutions and Money.*

When Rivalry Isn't Rational

"HOW DO INDIVIDUALS factor in the impact of their decisions upon others, if at all?" ask Jeffrey P. Thomas of the London School of Economics and Political Science in the U.K. and Pablo Schiaffino of the department of history and social studies at Universidad Torcuato Di Tella in Buenos Aires, Argentina. In a working paper, the pair examines the reasons why individuals accept worse outcomes for themselves in order to compete—and ideally win—against their rivals.

If people were rational actors, they would seek only to "maximize their absolute outcomes," the co-authors explain. But when people are up against rivals, a trait called social value orienta-tion comes into play. They accept worse outcomes for themselves to prevent competitors from receiving better ones.

"Rivals will be apt to turn any inter-action into an opportunity for compar-ison and competition," the researchers write. "By contrast, nonrivals will be more likely to operate in line with the rational actor model."

In the first of three studies, the re-searchers focused on the country-level rivalry between Argentina and Brazil during the 2014 Fédération Internatio-nale de Football Association World Cup. Argentinian participants were told that they each would be matched with anoth-er participant. In the *rivalry* condition, they were told they were matched with Brazilians, whose team is a historical ri-val to Argentina in the World Cup; in the *nonrivalry* condition, participants were told they were matched with Croatians.

Next, they were asked to complete a simple task and choose how much both they and their partners would earn for each correct answer. Participants in both groups could choose Option A, 0.8 pesos for their partners and 1.0 pesos for themselves, or Option B, 1.6 pesos for their partners and 1.2 pesos for them-selves. In this study, the Argentinian participants who believed they were competing against Brazilians were more likely to choose lower-paying Option A than those in the nonrivalry condition.

In another study, Thomas and Schi-affino looked at individual-level rival-ries. They asked participants to imagine competing against either a rival or nonrival at work under one of two condi-tions—either Option A, which offered a 75 percent chance of winning a US$100 bonus, or Option B, which offered a 25 percent chance of winning a $600 bonus. Those who imagined competing against a rival were more likely to choose the potentially lower payout of Option A.

"Rivalry can lead to suboptimal decisions, with people acting in ways counter to their financial self-interest in order to outearn, or have the oppor-tunity to outperform, their rivals," the co-authors write. "This may help explain a range of hyper-competitive behaviors seen in business—price wars, sabotage, overbidding in acquisition battles—that from the outside appear irrational."

The authors call for further study into, among other topics, whether competing with rivals offers psychological rewards to individuals that outweigh any personal losses incurred as a result. ▷

▶ **"To Win or to Profit: How Rivalry Affects Payoff Decisions in Interdependent Situations"** is available as a working paper at papers.ssrn.com/abstract_id=3220639.

As nations around the world struggle with political unrest, climate change, and cultural upheavals, how can business schools turn out graduates ready to lead through conflict, change, and social upheaval? *BizEd* invited educators at four schools to answer that question. We first hear how one school in the U.S. teaches students to exhibit empathy in the age of tribalism. Then we learn how schools around the globe are dealing with regional crises—the volatile economy in Nigeria, overtourism in New Zealand, and the autocracy in Venezuela.

"All leadership occurs in cultural contexts that cannot be ignored," emphasize Gustavo Roosen and Rosa Amelia González of Instituto de Estudios Superiores de Administración in Venezuela. They could be speaking for all who contributed to this special section—or for educators everywhere who must help this generation of students overcome the challenges they will face as leaders in today's turbulent times.

LEADING IN TURBULENT TIMES

TEACH EMPATHY

HOW SCHOOLS CAN HELP STUDENTS BECOME OPEN-MINDED LEADERS IN A DIVIDED WORLD.

BY JOAN MARQUES

IN DECEMBER 2015, Syed Rizwan Farook and Tashfeen Malik died after killing 14 people and injuring 22 others in an attempted bombing at the Inland Regional Center in San Bernardino, California. That's about 60 miles from Burbank, where my school, Woodbury University, is located. But in the news of the world, this was hardly an isolated incident.

By mid-September 2018, Wikipedia had recorded more than 1,200 violent acts classified as "terrorist incidents" that had occurred around the world— from Afghanistan to Colombia and from Somalia to Israel—since the beginning of the year. That's an average of just over 4.5 radical acts every day under this classification alone.

The situation with hate-based crimes is just as grim. On February 14, 2018, former student Nikolas Cruz opened fire at Marjory Stoneman Douglas High School in Parkland, Florida, killing 17 students and staff members and injuring 17 others. In May 2018, *The Washington Post* reported that hate crimes had risen for four straight years in major U.S. cities, with the largest jump in San Jose, California. This had resulted in a 132 percent increase in such crimes over figures from 2016. Wikipedia's overview of registered

hate crimes in the U.S. between 2008 and 2012 shows more than 34,000 were conducted against people of all kinds, including African Americans, Hispanic Americans, Jews, Muslims, Catholics, atheists, and LGBT individuals.

These statistics unequivocally show the destruction that can be caused by someone with a closed mind. More than a half century ago, Martin Luther King Jr. prophetically stated, "Nothing in all the world is more dangerous than sincere ignorance and conscientious stupidity." Oscar-winning documentary filmmaker Michael Moore says bluntly, "Ignorance leads to fear; fear leads to hate."

Most business leaders and educators believe that we live in an era when innovation, design thinking, and radical change are the keys to business success. But I think it's even more important to train our students to become leaders who do not fall prey to the ignorance and tribalism that threaten our planet's future. Any school that teaches leadership must consider how to counter such destructive mindsets. I believe the way to do this is to infuse business education with values like integrity, transparency, and sustainability and to subtly instill in our students the largely unteachable values of empathy, consciousness, and appreciation for diversity.

All of our students come to us having absorbed impulses from parents, peers, and the societies to which they have been exposed, and some of those impulses will be marked by ignorance and fear. Business schools must deliberately challenge those mindsets by causing students to question their assumptions, internally digest new ideas, and reformat their existing mental models.

How can we do this? One way is through positive role modeling, especially when it comes to goals such as promoting diversity. While we might discuss diversity appreciation in our management courses, students are not likely to absorb the lessons unless we "walk the talk" by welcoming diverse students, staff, and faculty. At Woodbury

University School of Business, our 15 full-time faculty members represent 11 nations, so students see that we have an expansive view of inclusion, diversity appreciation, and mutual respect. The diverse composition of our school helps attract students from a wide range of ethnicities, races, sexual orientations, political ideologies, geographical locations, and generational backgrounds.

Another way to open closed minds is to focus on sustainable thinking, with an emphasis on making a positive difference in the community. At our school, we do this in part through two required courses in both the BBA and the MBA programs. In one course, we allow students to identify a "moral responsibility" subject about which they feel passionate, whether that subject is homelessness, elder care, youth care, animal care, poverty alleviation, or veteran support. Then, student teams research the topic, connect with existing organizations that address the issue, and volunteer their time and effort. Finally, they present information about their experiences to their peers. The other course features a consultancy at its core, but it is implemented from a socially responsible stance. Through these types of engaged studies, students shift their paradigms and expand their emotional horizons.

At Woodbury, we also work to change mindsets by emphasizing mindful performance—that is, helping students understand that they must always be mindful of the effects of their actions, whether they are maintaining their online presence or following through on everyday decisions. At both the BBA and MBA levels, we teach students to combine conscious decision making with innovative thinking. We want to instill in our students the understanding that leadership starts with the self, because they cannot lead others if they don't guide themselves properly.

But there are other ways that schools can challenge students' established mind-

sets. For instance, we can subscribe to an expanded definition of entrepreneurship. An entrepreneurial mindset isn't valuable just as a means of spurring business creation. It also encourages people to think in ways that are "positively divergent," to germinate new solutions to existing problems. When we teach students to think entrepreneurially, we teach them to let go of old habits and perceptions and be receptive to new thoughts and beliefs.

We also can help students understand the necessity for change, teaching them that it should be consciously motivated by the need to create something that's positive or discontinue something that's destructive.

Another crucial way we can help students break away from closed mindsets is to expose them to the real world through internships and apprenticeships. Team-based involvement in corporate and social projects will broaden students' horizons and sharpen their sensitivity to social issues, which can lead to paradigm changes.

Other types of learning also develop empathy in students and raise their consciousness about social issues. For instance, role-play exercises provoke reflection. We use the classic eulogy exercise to force students to think about the actions for which they want to be remembered—and to help them realize they want to do more with their lives than merely strive for material goods.

At the end of their course of study, business students ought to be crystal clear about the purpose of business education: to cultivate innovative leaders for a sustainable society. Former U.N. Secretary-General Ban Ki-moon has said, "Defeating racism, tribalism, intolerance, and all forms of discrimination will liberate us all, victim and perpetrator alike." Business schools must prepare the graduates who will lead the way.

Joan Marques is dean of the School of Business at Woodbury University in Burbank, California.

MANAGE VOLATILITY

HOW TO DEVELOP LEADERSHIP IN A COUNTRY MARKED BY RECESSION, BRIBERY, AND CLASHING GENERATIONS.

BY HENRY ONUKWUBA

CHIKA BABAFEMI IS the founder and managing director of UnlimitedIdeas.com, a public relations and events management company in Lagos, Nigeria. Because his average commuting time during peak traffic periods is three hours, Babafemi leaves home by 5 a.m. and doesn't return until 11 p.m. He works hard and expects his employees to be as committed as he is. While he would love to spend more time with his family, he does not believe in work-life balance. He believes that as long as workers are financially comfortable, their lives must be in balance.

Babafemi was recently a student in my class on leadership that is part of the Owner Managers Program (OMP) at Lagos Business School. Owner-managers of small to medium-sized enterprises take the class to learn how to success-fully lead their businesses in Nigeria's volatile, uncertain, complex, and ambiguous—VUCA—environment.

Doing business in Nigeria is not a tea party. The country is ranked 146th out of the 190 nations included in the World Bank's list for Ease of Doing Business. In addition, the country is just recovering from a recession it entered in 2015. According to its National Bureau of Statistics, nearly 8 million Nigerians lost their jobs between January 2016 and September 2017; between the second and third quarters of 2017, unemployment rose from 16.2 percent to 18.8 percent.

But Nigerian business leaders face many other challenges. Ethical standards are low, and CEOs often are induced to give bribes in order to get work or stay in business. Changing demographics are reshaping the workforce—in fact, a January 2016 report from advertising firm GetUpInc predicts that millennials will constitute 75 percent of the Nigerian workforce in 2020. And a sharp decline in the quality of university education, particularly in public schools, means that many new graduates are ill-prepared to take on even entry-level jobs.

At Lagos Business School, we are attempting to tackle all these issues as we prepare the next generation of business leaders. For instance, we are addressing the education deficit by introducing a monthlong brush-up program for young MBA students before classes commence.

But some of the other challenges are more daunting. How do we convince Chika Babafemi that he should lose that government contract rather than give a bribe to secure it? How do we show him that his millennial workers do not see the wisdom of three-hour traffic commutes, so he needs to implement technology that will enable flexible work hours and telecommuting options? Can we convince him that he can change his management style and still get the job done?

Teaching leadership in 21st-century Africa calls for a practical approach, so at LBS we take these three specific steps:

We instill values. The LBS MBA and executive programs focus on inculcating moral mindsets in our students by making ethics the bedrock of teaching. No program is run at LBS without including ethical content or multiple ethics sessions, and a typical MBA class has about 22 ethics sessions. We also provide students with mentors. Not only do all MBA students have individual faculty advisors, all the MBA students—including EMBA students—are put into study groups that are directed by members of the faculty or the school's executive staff. Advisors are expected to meet with each of their protégés at least seven times within the 18-month period of the MBA program. Each meeting has an agenda, and its outcome is documented and signed off on by both parties.

We explore generational differences. In my ongoing research, I have learned that more than half of older managers do not understand what motivates the millennials who make up a growing part of their workforce. Millennials are seeking work-life balance, a work culture that fits their values, and ongoing professional development. They need an environment that allows them to express themselves, learn from their mistakes, and pursue their own ideas. Baby boomers and Generation X managers care less about work-life balance and professional development, but they *are* interested in the right work culture—and managers need to accommodate all three demographics in their workplaces. These lessons are particularly valuable for our EMBA participants.

We emphasize emotional intelligence. We help students see that emotional intelligence (EQ) distinguishes the leaders from the bosses. It inspires genuine followership, and not merely what Nigerians call "eye service," or grandstanding. Leaders gain trust by displaying genuine and authentic care for the people they lead, especially in tough times. Those who hug and care for their people are the leaders who will win.

The typical Nigerian CEO often has

difficulty embracing these concepts, so we use a variety of approaches to bring them alive in the classroom:

Exercises. To cover the topic of emotional intelligence, for instance, we begin by taking executive students through exercises that help them identify how well they have mastered the four skills of EQ—self-awareness, self-management, relationship management, and social awareness. We also lead them through an exercise that demonstrates how their communication styles might cause people to view them differently than they would like. The results often are both startling and humbling for the participants, so this exercise disarms their resistance to developing new leadership styles.

Case studies. This method of teaching helps douse the anxieties of participants learning new concepts. In groups of eight or ten, students discuss live or fictional cases of how leaders met particular challenges or shaped sustainable futures for their organizations. Not only does the case study method make the learning more practical, it allows students to bounce their ideas off each other in smaller groups before they enter the more intimidating classroom setting. We always emphasize that students should come with open minds so they can learn from others. We also use local cases as often as we can to make the learning more relevant and real.

Strategy simulation games. These games, which have become popular among executive students at LBS, provide real excitement for participants as they solve leadership and team-building challenges. One of our favorite experiential management teaching tools is the Lego Game, which focuses on teamwork, decision making, effective communication, and team leadership. (Find out more at www.lego.com/en-us/seriousplay.)

Executive visits. There is always a buzz of excitement in the class when the protag-

onists of case studies are invited in to speak, or when a chief executive shares his leadership story with students. In one instance, the students and I spent about 45 minutes discussing the case of a leading Nigerian real estate company, Jide Taiwo and Partners. Unbeknownst to the students, the founder and chairman had been anonymously listening to the opinions and advice of the students who were debating his plans for expansion and leadership transition. When I invited him to come forward and speak, the students gave him a loud cheer—and when he finished, they responded with a standing ovation.

Another very compelling visitor was a successful Nigerian entrepreneur who shared his story about navigating the ethical challenges of doing business in our country. He described how he resisted the corrupt government officials who had wanted financial inducements to approve his business license and how that resistance delayed the approval of his license for years, forcing him to rely on blue-collar jobs to survive the wait. His story was almost too good to be real. What he didn't know was that one of the people listening in the classroom had been an employee of that government ministry during the time his story took place. Her validation of his situation provided a powerful ethical lesson for the students.

Through speakers, cases, games, and classroom exercises, we find that we can bring our students to an understanding of the importance of ethics, work-life balance, and authentic leadership. When the class begins, they might say, "None of this is possible in Nigeria." But by the end of class, they have become advocates of ethical, balanced leadership.

Henry Onukwuba is a senior fellow and full-time faculty member in human resource management and organizational behavior at Pan-Atlantic University's Lagos Business School in Nigeria.

FIND BALANCE

LEADERS MUST WEIGH PROSPERITY AGAINST PRESERVATION IN REGIONS WHERE TOURISM BRINGS GREAT BENEFITS AND POTENTIAL DEVASTATION.

BY DANIEL LAUFER

BY THE YEAR 2022, 4.5 million tourists are projected to visit New Zealand—a number that's almost equal to the nation's current population of 4.7 million. Many are drawn to the country for its historical sites, breathtaking views, and hikes through mountains and glaciers. Others want to see the places where the "Lord of the Rings" movies were filmed.

There's no doubt the country has benefited from the revenue generated through this influx of foreign visitors. According to a survey conducted in March 2018 by Tourism New Zealand, 96 percent of New Zealanders believe that international tourism is good for the country. But 39 percent of respondents also are concerned that tourism growth is putting pressure on New Zealand's infrastructure and natural resources.

The problems are various. Airports are overwhelmed by too many arrivals, pristine natural vistas are being trampled by too many hikers, endangered species are becoming more at risk, sewage systems have been overloaded in scenic small towns, and narrow roads leading to out-of-the-way spots are jammed with vehicles. Observers are asking if the tourists are crowding out the local residents and if the country has the infrastructure in place to handle the hordes.

Other popular destinations are facing similar challenges. For instance, in Venice, the city's population has dropped by about 120,000 since 1951, and many blame tourism for contributing to a higher cost of living and lower quality of life for residents. In addition, the presence of massive cruise ships and large groups of visitors are harming the city's delicate ecosystem, leading both UNESCO and the World Monument Fund to put Venice on their watch lists. Other well-known locations—from the Galápagos Islands to the Taj Mahal to Mount Everest—are also suffering from too much tourism.

In all of these locations, both local governments and business organi-

STUDENTS DEVELOP THE ABILITY TO THINK CRITICALLY ABOUT URGENT PROBLEMS.

zations are scrambling to meet these challenges in ways that will maximize revenue without harming citizens or natural resources. Strategies vary from capping the numbers of visitors to instituting differential pricing structures. In New Zealand, for instance, tourists pay almost double the cost for huts and campsites on New Zealand's four most popular Great Walks, including the famous Milford Track that takes hikers through a spectacular countryside carved by glaciers.

Whether the tourism crisis is unfolding in Italy or Nepal, I don't expect to see a quick resolution to the tension between stoking the local economy and preserving the world's wonders. But I do expect that tomorrow's leaders—in government, business, and the nonprofit sector—will be called upon to manage the balance well into the foreseeable future.

At the Victoria University of Wellington's School of Marketing and International Business, one of our goals is to turn out such leaders. The school is located in New Zealand's capital city, and many of our graduates will take jobs with corporations and government agencies that will wrestle with the challenge of tourism. We want to prepare them to address this complex problem.

I teach marketing strategy at both the undergraduate and graduate levels, and in both courses I have students develop marketing plans for organizations facing interesting challenges. As part of each project, students prepare a situation analysis and assess the organization's strengths, weaknesses, opportunities, and threats. They develop critical thinking skills as they provide recommendations for the companies to follow.

For the 2018–2019 academic year, I chose two popular tourist destinations in Wellington: Zealandia, a nature preserve,

and the Wellington Cable Car company, a funicular railway that takes visitors to a scenic overlook. While most people would consider the boom in tourism to be an exciting opportunity, neither of these two companies has the ability to accommodate the striking growth.

In the case of Zealandia, the nature preserve is already at full capacity during the summer months. How can it increase revenue without increasing the number of visitors during the summer? After my undergraduate class studied the situation, students proposed targeting individual tourists from China, who spend more money in New Zealand than Chinese tourists who come as part of a group. Zealandia officials were particularly impressed by the idea of giving visitors postcards that include a discount coupon for a tour or a gift. When visitors mail these cards to friends and family, they generate word of mouth about Zealandia—but target the tourists who come as individuals, not in large groups.

The Wellington Cable Car faces similar issues, in that demand during the summer is high and the company has limited capacity. However, the company has an additional problem. During off-peak times, senior citizens are allowed to travel for free on the cable car and other public transit systems, but their presence displaces tourists who would pay full price for the ride. Since the company is owned by the Wellington City Council, it is difficult to change this arrangement. The company also needs to replace its two 50-year-old trolleys within the next eight years, an investment that will cost an estimated NZD$12 million (about US$8 million).

Graduate students working on this project in

the current semester will consider recommendations such as instituting differential pricing for locals versus tourists. They also will consider whether it would be politically feasible to charge senior citizens for off-peak travel, or if there are less controversial ways to generate revenue.

As students tackle such real-world problems in the classroom, they learn a range of leadership behaviors. They develop the ability to think critically about urgent problems, the poise to make public presentations, and an understanding of the need to act in a professional manner. The top five students in my undergraduate class had an extra opportunity to develop their presentation skills and professional attitudes because they were invited to present their recommendations directly to Zealandia's management team.

While it is time-consuming for professors to arrange and manage real-world company projects for their students, I believe these experiences are the ones that are most valuable for future leaders. These assignments also help students land jobs, because when students complete these projects, they demonstrate that they have the skills to deliver value to other organizations that might hire them.

As I continue to arrange for consultancy projects in the future, I will look for companies and governmental agencies that are facing complex challenges with deep societal impact. While the problems of overtourism are important to New Zealand today, there is never a shortage of challenges facing business—and never a shortage of businesses needing leaders to guide them through troubled times.

Daniel Laufer is associate professor of marketing and a former head of school at the School of Marketing and International Business at the Victoria University of Wellington in New Zealand.

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OVERCOME ADVERSITY

IN TIMES OF POLITICAL CONFLICT, CONSCIENTIOUS LEADERS
CAN HELP ORGANIZATIONS PROSPER—AND NATIONS PREVAIL.

BY GUSTAVO ROOSEN AND ROSA AMELIA GONZÁLEZ

ALL LEADERSHIP OCCURS in cultural contexts that cannot be ignored. That is especially true for today's Venezuela, where the environment is the very definition of the VUCA attributes of volatility, uncertainty, complexity, and ambiguity. At the Instituto de Estudios Superiores de Administración (IESA) in Caracas, we convey to our students that, while turbulent business environments present profound challenges, organizations can succeed with the right leadership.

We admit the challenges are daunting. The country is governed by an increasingly autocratic regime that demonstrates hostility toward business. Elected in 2013, President Nicolás Maduro faces growing opposition to his authoritarian policies. After opposition candidates won control of the National Assembly in 2015, the Supreme Court operating under Maduro cut the assembly's powers.

In August 2017, Maduro convened a Constitutional Assembly, in effect replacing the National Assembly, which sparked protests that were violently suppressed by armed forces.

The government's actions have affected operations of both foreign and domestic businesses. International companies such as McDonalds, Co-ca-Cola, Delta Airlines, and American Airlines have lost billions of dollars. In April 2017, the government seized the plant operated by GM, and it's slowly taking control of local companies.

As a result, Venezuelan citizens are struggling. Venezuela's inflation rate was estimated to be 1.7 million percent at the end of 2018—the highest in the world. Unofficial figures show that 87 percent of Venezuelans say they do not have enough money to buy food. In November 2018, the United Nations reported that

3 million Venezuelans had left the country—almost 10 percent of the population.

In early 2019, opposition leader Juan Guaidó, an elected representative and President of the National Assembly, assumed the interim presidency of the country and called for new elections. He did so under the authority of articles 233 and 333 of the nation's Constitution and with the support of the National Assembly. The U.S. quickly recognized Guaidó as Venezuela's president, followed by other democratically led nations such as Argentina, Brazil, Canada, and those in the European Union.

This is the environment in which IESA works to fulfill its mission "to prepare individuals capable of assuming leadership positions as professionals, managers, or entrepreneurs, in order to contribute to the success of private, public and nonprofit organizations." These

individuals include approximately 500 students enrolled in our MBA, master in public management, master in finance, and master in marketing programs, and about 9,000 participants who attend our executive education courses.

As the country's situation deteriorates, the needs of IESA's students and partner organizations become increasingly distant from the interests of the region and the rest of the world. However, we maintain close corporate connections that have helped us maintain our programs and overcome the effects of political turmoil. The Venezuelan businesses have demonstrated their commitment to the school. Some have pre-purchased services; financial institutions Bancaribe and Banco Mercantil contributed to the Student Financial Assistance Program that we put into place in 2015 to help students afford their educations, given the difficulties of obtaining foreign currency to study abroad. However, we suspended the program in 2017 when hyperinflation forced IESA to review tuitions on a monthly basis.

We also expose students to ongoing, live pedagogical cases of Venezuelan companies, such as Ron Santa Teresa, a rum producer located in the state of Aragua. This region is one of the most complex in the country due to political polarization, as well as high rates of homicides and other crimes. Ron Santa Teresa has become a primary promoter of the social welfare for the community.

In these ways, we strive not only to teach students how to lead, but also to lead by example. First and foremost, we want students to learn to avoid clinging to a sense of certainty or resorting to old schemes that are no longer useful. Instead, we want them to view leadership through three primary lenses:

Leadership as a collective act. We teach MBA students to view leadership as a group phenomenon, not a solitary activity—a process of mutual influence between leaders and followers. Our leadership programs are based on shared experiences, such as case study discussions. We invite experts to speak to students about Venezuela's culture, politics, and economy, paying special attention to how social psychology and anthropology can be applied to our country's current circumstances.

For example, the deputy director of a research center that specializes in the study of Venezuelan society spoke to students about the value of conviviality among our citizens, information that our students will be able to draw on to support their performance as leaders.

Leadership as an investigative act. We teach students that the fundamental role of a leader is to ask difficult questions whose answers present difficult consequences. For instance, are traditionally useful managerial practices still valid? What responsibility, if any, do business leaders have for what has happened in Venezuela? Can we induce positive change through our example?

Our faculty explore these questions in greater depth at IESA's seminars and conferences, where they meet with leaders to share best practices, make policy recommendations, and explore the impact that events such as elections and new regulations could have on organizations. We also explore issues of national and regional interest in the school's magazine *Debates IESA*.

Faculty promote national debate through interviews, panel discussions, and publications in print and digital media to the extent that government restrictions on media allow. Government has closed nearly 75 percent of independent media outlets; this has led journalists to publish online, where their sites are often blocked. *El Nacional* is our only independent daily newspaper still in circulation.

Leadership as a hopeful act. We highlight to our students the sparks of resilience in our business community, and we seek out ways to support that resilience. For example, last November, Citi Venezuela and the Citi Foundation recognized 12 Venezuelan entrepreneurs with the Microentrepreneurs 2018 award for "their determination and perseverance to overcome the adversities that their businesses face on a daily basis," according to the foundation. The winners were chosen from among 158 ventures nominated by 29 microfinance institutions and public development groups. IESA professor Rosa María Rey delivered a workshop called "Financial Strategies to Survive in Inflation" to the winners, as a way to help them succeed in the local economy.

From the rule of Maduro and the rise of Guaidó, we believe our students can learn valuable lessons about leadership. First, Guaidó's approach demystifies the vision of the charismatic leader. Rather, he represents well the concept of *contingent leadership,* which holds that great leaders match their actions to the cultural context. In this case, Guaidó, a liberal politician and the son of a taxi driver, has stepped in to lead the Venezuelan people at a very troubled time. Second, both Guaidó and Maduro show our students that the greatest strength of leaders is also, paradoxically, their main weakness—they are only as strong as the trust of their followers.

Our school is living through one of the most difficult periods in its 53-year history. During this time, it can be tempting to seek or invent saviors, so IESA's priority is to teach our students to fight against the deification of leaders. Rather, we want to encourage them to become leaders who are independent thinkers, ready to work with others—because, when needed, we all must be ready to participate in the reconstruction of the country. ◱

Gustavo Roosen is president and Rosa Amelia González is a professor at IESA in Caracas, Venezuela.

The University of Texas at Arlington's College of Business congratulates distinguished alumnus, **Jingdong Hua** (MBA), for his appointment to Vice President and Treasurer of The World Bank.

In his new role, Hua will be responsible for the World Bank's $200 billion debt portfolio and an asset portfolio of nearly $200 billion managed for the World Bank Group and 65 clients including central banks, pension funds, and sovereign wealth funds.

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THE ART OF THE DIFFICULT DISCUSSION

When we teach students to engage in respectful debate on difficult topics, we prepare them to become leaders who can communicate clearly and appreciate different points of view.

BY NOAH P. BARSKY
ILLUSTRATION BY
THE HEADS OF STATE

ALBERT EINSTEIN ONCE said, "Education is not the learning of facts, but the training of minds to think." Einstein's statement has never been truer than it is today, when students must absorb the growing number of controversial issues filling the business press. Here are just a few stories that made headlines over the last year:

■ The CEOs of Texas Instruments and Intel lost their jobs after their personal behavior violated their companies' codes of conduct.

■ Facebook fell under scrutiny for its inability to safeguard user data privacy.

■ Starbucks closed its stores to provide diversity and inclusion training to all employees in response to allegations of racial bias.

■ The National Football League dealt with debate over its players kneeling during America's national anthem, raising discussion about employee freedom of expression, social issues, and advertisers' reluctance to associate with controversy.

■ Celebrities were shunned or arrested for sexual harassment and assault.

■ Scandals even reached higher education, in the form of student academic integrity scandals; faculty research fabrication and fraud; and the sudden dismissal, resignation, or arrest of campus administrators.

Students freely talk about these incidents in hallways, dormitories, and cafeterias; but when they bring them up in the classroom, faculty often become evasive or offer only flat-footed responses. It's as if there's a controversy about addressing controversy. But if faculty avoid tackling such topics, they cannot expect students to have the moral fortitude to act when faced with ethical challenges at work.

How can administrators encourage faculty to address controversial topics in their classrooms? They can start by examining the problem to better understand

the existing barriers and challenges their faculty face. They can make clear that when faculty discuss controversial issues in the classroom, they help students develop critical thinking, ethical decision making, and leadership skills.

Most important, they must provide faculty with frameworks, resources, and training to help them lead difficult classroom discussions effectively. With this support, faculty and students will be empowered to promote cultures of respect, dignity, and intellectual dialogue—factors crucial to healthy debate.

CONNECTING TO THE MISSION

Even the most innovative faculty might be reluctant to discuss controversial topics—perhaps they lack the confidence to delve into unresolved topics, such as breaking news or ongoing litigation, instead preferring to teach from a structured syllabus. But once the barriers are well understood, administrators can help their faculty overcome them.

For example, administrators can communicate how classroom debate ties to the institution's mission. Likewise, AACSB International's accreditation standards emphasize the importance of developing ethical business leaders. Teaching students to respond to controversy is a big part of that objective.

More important, faculty who embrace controversy in their teaching will be fulfilling the grand purpose of business education, which is to prepare students for leadership roles. The professors who are most valued and remembered are those who guide students in *how* to think, not those who dogmatically impose on them *what* to think.

PREPARING FACULTY

It is essential for business schools to provide resources that guide faculty on how to best and most consistently lead controversial discussions. At some institutions, teaching and learning institutes host websites that provide guidelines, motivation, and warnings. (See "Guidance for Teachers" below.) Schools also can deliver workshops or use frameworks provided by professional firms.

There are many ways faculty can inspire insightful classroom debates:

Use case studies. Case studies present neutral scenarios that are disconnected from students' daily lives. As a result, any arguments among students will be less intense, giving students more space to express dissenting points of view without fear. For example, at the Villanova University School of Business in Pennsylvania, executive MBAs debate issues such as executive compensation and living wage via cases centered on recent company proxies, while MBA students in our Social Enterprise Consulting Practicum apply strategic and ethical theories to challenges facing local nonprofit organizations.

Turn to online resources. Professors can tap tools online that provide common readings, timely video content, expert perspectives, and questions for students to consider. (See "Suggestions for Smarter Conversations" on page 36.)

Present ethical reasoning models. Students often are aware of controversies in news but lack the skill to justify their positions on those issues. By presenting ethics models—such as Kohlberg's theory of moral reasoning—faculty can guide students to go beyond what is wrong in an issue to explore what could go right with sound decisions.

SETTING EXPECTATIONS

It's important that students know the ground rules for respectful dialogue from the beginning of their programs and courses. These rules can be presented as formal codes of conduct—some professors even ask their students to develop

GUIDANCE FOR TEACHERS

Centers for teaching and learning at many universities have created webpages that offer tips for managing classroom conversations about controversial issues. The following pages, developed by centers at Indiana University, the University of Michigan, and Yale University, provide good starting points:

"Managing Difficult Classroom Discussions"
citl.indiana.edu/teaching-resources/diversity-inclusion/managing-difficult-classroom-discussions

"Guidelines for Discussing Difficult or Controversial Topics"
www.crlt.umich.edu/publinks/generalguidelines

"Teaching Controversial Topics"
ctl.yale.edu/teaching/ideas-teaching/teaching-controversial-topics

These websites offer guidance not only for managing difficult discussions, but also for ending them if they become too heated. In that case, professors might plan a follow-up discussion or assignment once students have had time to reflect.

As IU's center advises, "Be certain to explain the purpose of this deferral, and give students some resource or assignment that will help them prepare to discuss the topic in a more meaningful way within the context of the course and discipline." The objective, the text continues, is for faculty to be neutral and detached facilitators of the conversation, to give space for students to share and develop their own responses.

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SUGGESTIONS FOR SMART CONVERSATIONS

As students develop their positions on controversial topics, how can faculty make sure they avoid the pitfalls posed by fake and sensationalized news coverage? The SAGE Business & Management editorial team offers these suggestions:

ESTABLISH THE CONTEXT

Ask the big questions. What are the main themes and key business-oriented takeaways of this issue? Why does this issue matter?

Weigh the issues. What are the specific questions? Why are they important?

Look back. What figures and milestones created this issue?

Look ahead. How might the issue play out in a few years' time?

Show the data. What trends do the data show? What do the data predict?

Provide a 360-degree view. What do the experts from all sides—from academia, government, and business—say on the issue?

Find relevance. How does this issue translate into the current business world?

Dig deeper. What is the chronology of the issue? Who are the stakeholders involved? Which parties hold the strongest and weakest positions?

ENCOURAGE HEALTHY SKEPTICISM

Ask students to use common sense. Does the information seem logical when viewed impartially and critically? Can the facts be verified?

Guide them to look for red flags. Make students aware that the first search results aren't always the most reliable, and that when a website's domain name is out of the ordinary (such as those that end in ".com.co" or ".lo") that website might be trafficking in "fake news." Teach students to check the site's "About" section to determine if it follows acceptable editorial standards.

Advise them to question the author. Does the source have high standards for accuracy, balance, and fairness? Is the article bylined? What does an online search of the author's name reveal about his or her qualifications and trustworthiness? Encourage students to ask: Why should I believe this information?

This is especially true for blogs and politically driven publications. Students should learn to be wary of bloggers who lack expertise or don't follow editorial standards, and to check bloggers' posts against mainstream media coverage.

Advise them to look into quoted sources. Are the article's quoted sources qualified to speak on the subject? A lack of quotes from qualified sources can signal that the article lacks balance, depth, context, and authority—and that it might simply reflect the writer's opinion.

Educate them to look for bias. They should watch for bias among media personalities, whether liberal or conservative, especially on cable news shows. Are these personalities fair and impartial, or are they promoting their own views or those of a political party, pressure group, or other entity? Are a news story's quoted sources qualified to speak on the topic?

Show them how to follow the money. Students should be aware that many studies, think tank reports, and opinion articles are funded by corporations, foundations, or advocacy groups with ideological agendas. Make sure they ask the right questions: How might funding have influenced the content? Is the article labeled "sponsored content," and if so, what entity sponsored it?

Let them use reasonable doubt as their guide. Make clear that they shouldn't use information in an assignment or share it on social media in a way that implies it's true if they suspect that it is not. After all, nothing will kill "fake news" and flawed logic faster than healthy skepticism and a commitment to quality research.

classroom guidelines as their first assignment. In many cases, students develop more rigorous codes of conduct than those their instructors would write, covering matters such as mobile phone use, respectful language, tone of voice, and common professional courtesy. When students create the rules, they are more likely to abide by them to create safe and respectful forums for open discussion.

Students, too, can play critical roles in establishing the cultural and content expectations for classroom debate. Administrators can learn students' perspectives by holding periodic meetings with student groups and recent alumni, asking them to provide examples of effective topics and elements of meaningful discussion. They also can invite students to come to faculty training seminars to share how classroom discussion shaped their thinking.

WORTH THE EFFORT

These steps should be combined with an articulated strategy and unambiguous support from campus leaders. But the result is worth the effort—classroom debates of controversial topics heighten student interest and provide students with lifelong tools to think critically, act boldly, and lead with credibility.

No change is easy. But the cost of encouraging difficult discussions in our classrooms is far less than the cost of inaction in the face of controversial situations in business. What's certain is that controversy abounds in today's business world. As business school administrators and faculty, we have the obligation, not merely the opportunity, to embrace it. As Martin Luther King Jr. once said, "The ultimate measure of a person is not where one stands in moments of comfort and convenience, but where one stands at times of challenge and controversy. "

Noah P. Barsky is an associate professor at Villanova University School of Business in Pennsylvania and an author and editorial board member for SAGE Publishing's Business Case Series.

BY JANE ELIZABETH HUGHES

ILLUSTRATION BY
THE HEADS OF STATE

TEACH ING GLOBAL IZATION IN THE TIME OF TRUMP

Encouraging students to debate, disagree, and ultimately develop broader views on a politically charged and deeply controversial issue: free trade.

THE "TIME OF TRUMP" has not been an era for subtlety, friendly disagreement—or meaningful classroom discussions about deeply nuanced subjects such as globalization and international economic relations. In the nearly three decades I've taught these subjects, I have primarily preached mainstream economics: Trade is good. Free and fair trade is better. And while globalization produces winners and losers, we shouldn't disengage from—or even slow down—the process.

However, over the past few years, the world has morphed dramatically. President Donald Trump has charged other countries with using trade and currency policies to "rape" the United States. The United Kingdom has voted to leave its comfortable perch within the European Union, and Italy is toying with follow-ing the Brits out. The polls show large numbers of people in highly globalized, well-off countries decrying globalization. Increasingly, a fierce divide is forming between groups of people, whether based on their political parties, religious affiliations, or socioeconomic status.

I now realize that my comfortable, centrist approach to teaching has to morph dramatically as well. How do we teach our students to think openly and fearlessly about weighty issues, at a time when people are so divided? How do we encourage students to differentiate fact from opinion, prejudice from plain speaking, "truthiness" from truth? How do we give voice to those who feel disenfranchised by the cold winds of globalization, while keeping faith in the economic doctrines that underpin it?

Or, to be more concise: How do we lead classroom discussions on highly charged and politicized issues to create teachable moments rather than sparring matches?

To further complicate matters, I teach in Boston, Massachusetts, at Simmons University School of Business, which I think it's safe to say welcomes a highly progressive, socially liberal, and diverse community. But while we take pride in considering ourselves tolerant and inclusive, tolerance here is almost nonexistent for one ideology: right-wing conservatism.

The vast majority of my students are deeply progressive, many well to the left of Bernie Sanders, but I also have students who are active or retired military, who tend to skew more toward the right and often are fiercely loyal to their commander-in-chief. Our MBA, offered online, draws students from all over the country, not just the liberal Northeast. My students from Massachusetts may never have met someone who voted for Trump, but those from Indiana and Alaska certainly have—and might have voted for him themselves.

But one thing is certain: Today is a time for reflection and for tolerance of different points of view. To ensure that views from all sides are heard in my classroom, I engage my students in tough conversations about the difficulties that globalization presents.

WHY HATE GLOBALIZATION?

The issues surrounding globalization frequently surface in my MBA course Business, Government, and the Global Economy. I often open our first meeting with a story: Two bankers are fishing in a stream, when one looks up and sees a bear running toward them. Both start to run, but one stops to change his wading boots for sneakers. The second banker shouts, "Are you crazy? You can't hope to run faster than that bear!" The first replies, "No, but I can run faster than you!"

The moral of the story: The global economy is a race in which the slowest runner will get eaten alive.

I then offer students this quote by Thomas Friedman, author and columnist for *The New York Times*, who wrote: "If globalization were a sport, it would be the 100-meter dash, over and over and over." Events move so quickly that even the winner can't stop and enjoy it, since the race is constantly being re-run.

HOW DO WE ENCOURAGE STUDENTS TO DIFFERENTIATE "TRUTHINESS" FROM TRUTH?

I finish my introduction by citing some research polls. For example, most people in the world support globalization in theory, but their distaste for globalization in practice is abundant, especially in advanced economies like the United States. Barely 17 percent of Americans believe that trade leads to higher wages, and only 20 percent believe it creates new jobs.

I then ask my students: What is this thing called globalization? One student volunteers this example: On a recent visit to Warsaw, Poland, she says, she used the Uber app (U.S.) to hire an immigrant driver (Greek) who was using Waze technology (Israel) and driving a Toyota-brand car (Japan). That's globalization, she suggests.

That sounds good to me, I answer. But why do people hate it so much?

Hands go up. The first student to speak offers a litany of reasons: Globalization increases inequality, making the rich richer and the poor poorer. It exploits cheap labor and destroys the environment in underdeveloped countries. It sends U.S. jobs to Mexico and Asia, so that U.S.-based factories close and workers suffer. It allows multinational companies to evade taxes, and it is based on unfair international trade rules.

"You sound just like Donald Trump!" another student accuses. "You're saying that it would be better if America was isolationist!" For most, this is a deadly insult. Silence falls over the classroom.

But the accuser has a point. In fact, the U.S. presidential election of 2016 revealed a deep well of anger and anxiety about globalization in general, and international trade in particular. Two candidates at opposite ends of the political spectrum—Bernie Sanders and Donald Trump—ran on fiercely protectionist platforms. We see a similar protectionist view in the U.K., where the majority voted for Brexit, and in other European countries that possibly are not far behind.

But while the accuser has a point, so does the pro-protectionist. It's time to explore the issue deeper.

FREE TRADE: WHO WINS?

From there, I move the discussion to free trade versus protectionism. I present the ideas of Adam Smith and David Ricardo, who both figured out more than 200 years ago that when countries play on their strengths, everyone benefits. Germany exports capital-intensive goods because it's accumulated masses of capital, while Vietnam exports labor-intensive goods because it has a large pool of cheap labor.

The result is a free trade system that reduces both the cost of living for all and the odds of armed conflict. Or, to put it another way, "When goods don't cross borders, armies will," a quote commonly attributed to 19th-century French economist Frederic Bastiat.

The winners are consumers who can buy cheaper clothing, electronics, and other imported goods; the losers are workers and businesses that face greater competition from foreign factories that produce those cheaper goods. On the whole, the winners outnumber the losers.

Even so, many students will argue for trade protection, unaware that they are echoing the words of candidate Trump, who called the North American Free Trade Agreement, or NAFTA, "the worst trade deal maybe ever." They cite millions of jobs lost, especially in industries such as textiles and steel. They talk about inequality and worry about environmental damage in poorer countries, where weak environmental regulations could appeal to foreign investors.

I agree that the primary problem with free trade is that its gains are widely dispersed, while its costs are concentrated, borne by a few highly visible groups. But the few who bear the costs have greater incentive to organize politically than the many who benefit.

I then share with my students some expert perspectives. In his April 3, 2016, *Forbes* op-ed, "4 Reasons Free Trade Has Become a Contentious Political and Economic Issue," economist Jeffrey Dorfman notes that "free trade was long virtually the only issue about which all economists agreed. Free trade was good and moving toward freer trade was always better than protectionism. These basic lessons have been taught for over a century in millions of economics classes to many millions of economic students with an unchanging lesson: Free trade creates a net benefit for all countries involved."

And, yet, he continues, this net benefit is more frequently being overlooked. He writes, "Support for free trade among the general public and political leaders is fading fast in the face of a myriad of complaints about the real-world outcomes from free trade."

WHERE DOES THIS LEAVE US?

I tell my students that, yes, free trade produces a diffuse set of winners and concentrated sets of losers. Yes, it *can* increase inequality because gains from trade are often disproportionately captured by people who are better educated and already doing well economically.

But here's where I challenge them: Over the past few decades, the most rapidly globalizing countries have been on the winning side of the column. In fact, according to the United Nations Conference on Trade and Development in its report "Development and Globalization Facts and Figures 2016," the proportion of people living in extreme poverty fell from around one-third of the world's population in 1990 to 12 percent in 2015. More than 1 billion people have been lifted out of extreme poverty. China alone has raised 300 million of its citizens from poverty to the middle class.

Not surprisingly, China and India were the leading contributors to global poverty reduction. And that happened primarily because of globalization, with

both countries attracting foreign investment that has created millions of jobs in export industries.

WHAT'S A PROFESSOR TO DO?

By this point in the discussion, my students are thoroughly confused. "So, what's the bottom line?" one of them asks me, a bit plaintively.

It's complicated, I reply. On one hand, politicians like Sanders and Trump dangerously oversimplify these complex issues, either because they don't understand them or because politics reduces everything to bumper sticker slogans.

On the other hand (one of my favorite phrases; that's why God gave economists an infinite number of hands), just because Donald Trump or Bernie Sanders says something doesn't mean it's wrong. Some working-class Americans *have* suffered from free trade, just so that we can buy cheaper iPhones. But, to go back to the other hand again, poor families also have access to cheaper food and clothing.

Most of my students are horrified to realize that they agree with Donald Trump on something. Their sympathies are now with the working class that has suffered losses from globalization and voted him into the presidency.

Still, I have found it difficult to have serious conversations with my students on these issues, because as debate heats up, the environment can become toxic, endangering the art of discourse.

What is a professor to do? While it can be helpful to insert facts and figures into the discussion, that's not always a solution. We live in a time when even facts have become a matter of opinion. The better approach is to ask students to be open to hearing points of view from all ends of the spectrum. The college classroom is an ideal place for students to spend time listening to those with whom they disagree and learning to distinguish facts from opinions. At the end of the day, they will probably still disagree—but hopefully they will have listened, and thought, and learned. ◘

Jane Elizabeth Hughes is a professor of practice at Simmons University School of Business in Boston, Massachusetts.

To read about how an educator at Arizona State University uses an app to teach students to engage in ethical debate, see "Learning to Differ" on page 58.

THE B-SCHOOL'S GLASS CEILING

THERE STILL AREN'T enough women at business schools. While schools have made progress over the past five years—bringing in more women as students, faculty, and administrators—women are still underrepresented at virtually every level. Not only that, their salaries lag behind those of their male peers.

While the gains are to be applauded, the inequality still needs to be recognized and addressed. When women are not well-represented at all ranks and in all roles in the business school, students do not see diversity reflected in either their faculty or their school leaders. Not only that, the institution suffers, because it will not benefit from the diverse perspectives and approaches that lead to better decisions and better results.

To discuss the issue of increasing gender diversity, last August we convened a panel of senior business school leaders at the American Marketing Association's Summer Academic Conference in Boston. There we examined recent data collected by AACSB International and discussed ways business schools could address gender disparity in their leadership ranks.

Some of the numbers are encouraging. Compared to five years ago, AACSB member schools have increased the percent of women at each faculty rank, with the largest increases being at the level of dean and assistant dean. Yet, overall, women are still underrepresented, according to comparative data that tracks a subset of AACSB member schools over a five-year period. The chart below shows the rough percentages for the number of women acting as deans, associate deans, and department chairs in 2018. The low number of female department chairs is significant because leadership often begins at the department chair level.

But one of the most interesting data points shows that women fill 66 percent of the assistant dean positions, the only level at which women are more numerous than men. However, these deanships are disproportionately at the undergraduate level—which tends to be less strategically important for business schools, as it brings in less revenue than programs at the graduate level. And anecdotal evidence suggests that while assistant deans are often responsible for the day-to-day, internal work of the business school, they have less impact on setting strategy for the school. Thus, even when women have leadership positions, their power is limited.

One reason women are not reaching the higher leadership ranks is that they are not progressing to full professors at the same rate as men. While the percentage of women at each rank has increased slightly over the past five years, there are fewer women at each ascending level. This indicates a narrowing funnel for women seeking leadership roles.

In terms of compensation, the picture for women is no brighter. Despite more than 50 years of calls for equal pay for equal work, women still make signifi-

In 2018...

Approximately one-quarter of the deans, one-third of the associate deans, and slightly more than one-fifth of the department chairs were women—but two-thirds of the assistant deans were women.

DEANS

ASSOCIATE DEANS

ASSISTANT DEANS

DEPARTMENT CHAIRS

BY PAM SCHOLDER ELLEN, JUNE COTTE, AND JOSEPH K. GOODMAN

Women faculty at business schools earn less than men, progress more slowly through the system, and hold fewer leadership positions. Why?

cantly less than men at all levels, according to AACSB data. Specifically, women across all ranks of business school faculty earn 87.3 cents for each US$1 earned by men. The good news is that new women hires are receiving more equitable pay—although this means the gap is even greater for faculty who have already been in the workforce for some time.

This is the glass ceiling at work: Women are not only present in lower numbers than men, they are hitting barriers as they progress through the stages of leadership, and they're earning less at every turn. These discrepancies are not likely to change unless we identify and address some of the roadblocks women face in their careers.

OBSTACLES IN THE WAY

What are some of these roadblocks holding women back? We identified eight potential hindrances during our panel discussion at the AMA conference. We call them "potential" hindrances because they do not apply to all women at all schools—and they might apply to minorities and some men as well. But all of them should be considered as we strive toward gender equity:

Women negotiate less. According to research by Hannah Riley Bowles, Linda Babcock, and Lei Lai in *Organizational Behavior and Human Decision Process,* women are likely to feel social disincentives to negotiate because they fear being seen as aggressive. They are also less likely than men to negotiate unless

they are signaled that negotiations are acceptable, according to research published in *Management Science* by Andreas Leibbrandt and John A. List. Some organizations have programs in place to address this issue. For instance, in January of 2018, the Massachusetts Office of State Treasurer and the American Association of University Women launched a statewide program called "Just Ask!" Each year, the program expects to train 5,000 women in the art of salary and benefit negotiation.

Women operate "by the book." Women are less likely than men to apply for a position unless they meet all the stated qualifications, which they tend to take literally. In addition, women faculty more often report "a lack of transparency and clarity regarding promotion criteria," write Kimberly Buch and co-authors in *Change: The Magazine of Higher Education.* This means that women don't reach as quickly for jobs at the next level and they progress more slowly through the ranks.

Women receive less enthusiastic recommendations. In the peer-reviewed world of science and academia, letters of recommendation serve an important gate-keeping function for positions, promotions, awards, and recognitions. However, in a piece published in *Discourse & Society,* Frances Trix and Carolyn Psenka find that letters of recommendation written for women tend to be shorter than those written for men and more often describe women as

communal rather than agentic (that is, less likely to be competitive). The letters also contain more references to the women candidates' teaching than their research, whereas letters of recommendation for men focus on their research. In addition, the letters contain more instances of language that might raise doubts about the candidates.

Women aren't good at self-promotion. While many men enjoy talking about their achievements, women shy away from being boastful or overconfident, and often they don't claim personal credit, writes Deborah Tannen in *Harvard Business Review.* This has an unexpected effect in terms of research citations. While citations often are viewed as gender-neutral, men are more likely than women to reference their own work, Dalmeet Singh Chawla notes in a piece in *Nature.* This can skew the impact of citations. Thus, the tendency of women to be modest about their accomplishments may prove a disadvantage to female candidates seeking higher ranks.

Women receive lower teaching evaluations. There is rising evidence that women, and certain other groups, suffer a bias in their teaching evaluations. Lillian Macnell, Adam Driscoll, and Andrea Hunt published a study in *Innovative Higher Education,* showing what happened when they manipulated the implied gender of the instructor of an online course. They found that women received significantly lower evaluations, even on criteria that were identical. Ben

Salaries by Rank and Gender

Gender inequities in pay at business schools are starkly obvious when data is compiled from more than 400 schools participating in AACSB's 2017-2018 Staff Compensation & Demographic Survey. Among the ranks of professors, from full to instructor, there is an average pay differential of 12.7 percent. Amounts are given in U.S. dollars.

Bar chart of salaries:

	DEAN	ASSOCIATE DEAN	ASSISTANT DEAN
Female	$253,100	$189,200	$120,000
Female (lighter)	$219,200	$178,100	$102,200
Male	$279,400	$201,000	$130,800
Male (lighter)	$240,000	$186,600	$124,600

INSTRUCTOR **40.3%**

ASSISTANT PROFESSOR **38.3%**

ASSOCIATE PROFESSOR **33.5%**

PROFESSOR **22%**

FEMALE
MALE
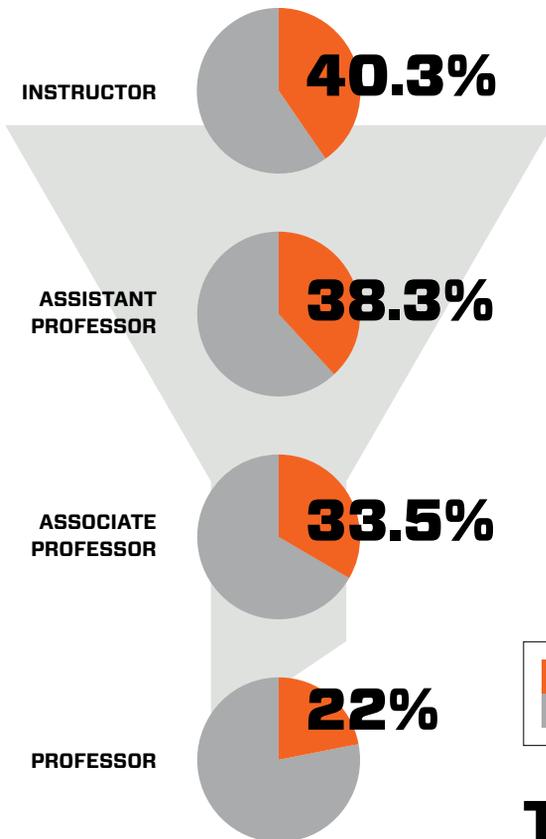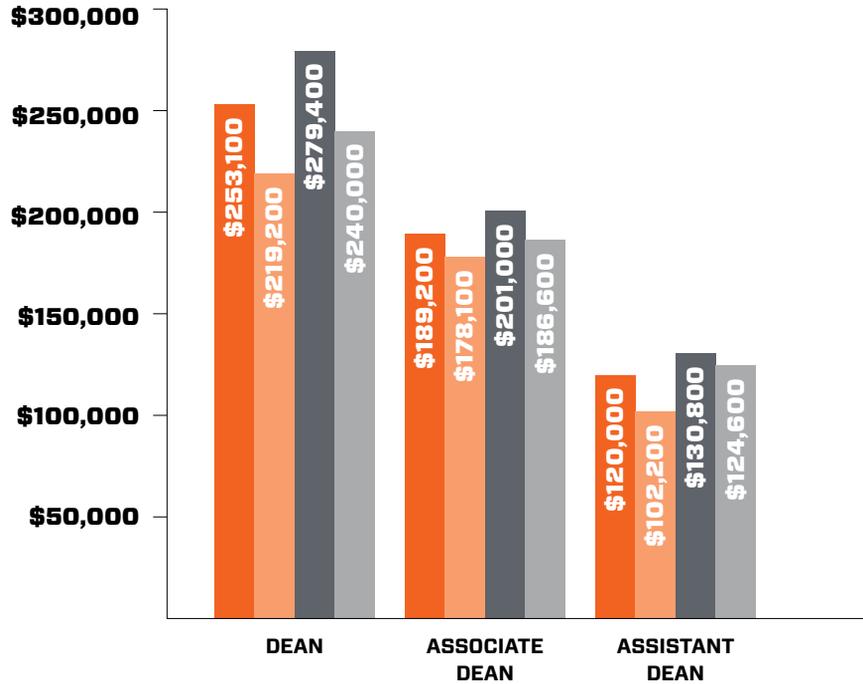
	2012-13	2017-18
DEAN	18.2%	25.8%
ASSOCIATE DEAN	31.6%	34.1%
ASSISTANT DEAN	59.0%	66.0%
DEPARTMENT CHAIR	22.2%	21.4%
FULL PROFESSOR	18.4%	21.7%
ASSOCIATE PROFESSOR	30.3%	32.9%
ASSISTANT PROFESSOR	36.8%	37.9%
INSTRUCTOR	39.7%	40.3%

UNDERGRADUATE PROGRAMS
EMBA DIRECTOR
MBA PROGRAMS
GRADUATE PROGRAMS
EXECUTIVE ED

The Narrowing Funnel

Women progress more slowly through the faculty ranks than men, which means fewer women are available to move into administrative posts.

FEMALE AVERAGE
FEMALE MEDIAN
MALE AVERAGE
MALE MEDIAN

	PROFESSOR	ASSOCIATE PROFESSOR	ASSISTANT PROFESSOR	INSTRUCTOR
Female Average	$160,800	$133,900	$126,000	$77,000
Female Median	$138,400	$124,500	$120,800	$72,500
Male Average	$175,700	$139,200	$132,400	$87,700
Male Median	$153,400	$129,400	$125,000	$81,200
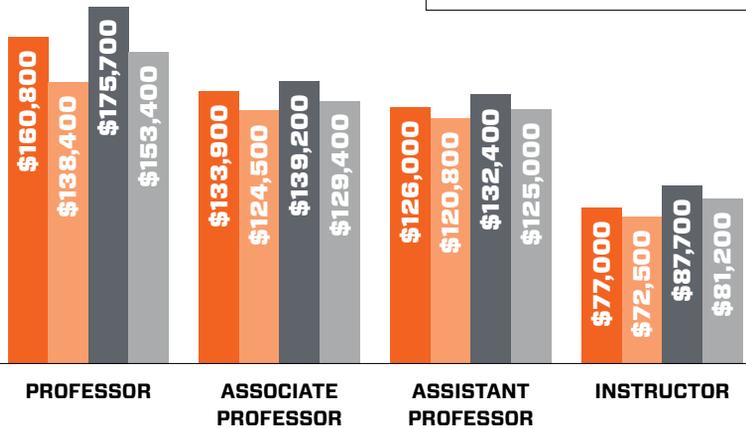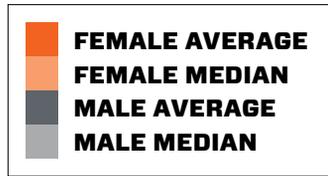
CHANGE

7.6%
2.5%
7.0%
-0.8%
3.3%
2.6%
1.1%
0.6%

2017-18

66.1%
58.9%
44.2%
45.3%
41.2%
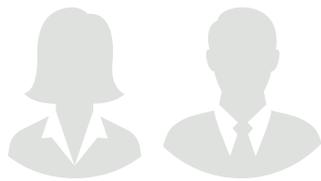
Women And Power

In the past five years, women have made gains at every level in business schools, except for department chair. In fact, women currently outnumber men at the rank of assistant dean. However, they disproportionately hold assistant deanships for undergraduate programs. Figures are drawn from a controlled set of AACSB member schools that participated in surveys during both years.

GOOD NEWS?

In 2017-18, 39 percent of all newly hired doctorates were women, compared to just 36 percent in 2012-13.

Schmidt reviewed teaching evaluations from RateMyProfessor and found that, across all disciplines, men and women are often described by gender-stereotypical language. (See his interactive chart at benschmidt.org/profGender.)

Women lack mobility. Many schools believe that the open market is an efficient way to make salary adjustments, but they might be wrong. A study by Kelly Ann O'Meara, John Fink, and Damani Khary White-Lewis in *NASPA Journal About Women in Higher Education* found men and full professors are more likely to receive outside offers that will lead to more competitive salaries. The researchers suggest that women face several barriers to receiving such offers: They are underrepresented at higher ranks, receive fewer scholarly accolades, negotiate less, and face continuing implicit bias in the hiring process.

Women are more likely to be caregivers. Family and medical leave is protected under law in many countries, but when employees take leave to become caregivers, their institutions often interpret this as a signal that they are less committed to their careers. Since women are more likely than men to take family leave, their absences might negatively affect their career advancement.

This is particularly true for parental leave, which uniquely disadvantages female faculty relative to male faculty. Research by Heather Antecol, Kelly Bedard, and Jenna Stearns, which was published by the IZA Institute of Labor Economics, found that the adoption of gender-neutral tenure clock-stopping policies substantially reduced female tenure rates while increasing male tenure rates, thereby widening the gender gap. Specifically, their data show higher rates of top-tier journal publications for men compared to women, indicating that men may use the clock-stoppage time strategically to be more productive in their research.

Women pay a "gender tax." To achieve diversity on committees and teams, business school administrators intentionally recruit women and

Women by Discipline

According to AACSB data from 2016-2017, in the majority of business disciplines, women represent 40 percent of the faculty or less. Even in the field of marketing—which is historically popular among women—they only represent 36.9 percent of faculty.

2 TO 3 IN 5 (CLOSEST TO PARITY)
Human resource management (45.6%)
Behavioral science/ organizational behavior (44.5%)
Accounting (40.6%)
General business (40.1%)
Business law (40.1%)
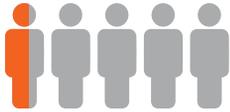
FEWER THAN 1 IN 5
Real estate (16.7%)

FEWER THAN 2 IN 5
Hotel/restaurant management (39.9%)
Management (37.8%)
Marketing (36.9%)
Sports management (36.5%)
Taxation (34.4%)
International business (34.3%)
Health/hospital administration (32.7%)
Other (31.2%)
Insurance (28.7%)
Actuarial science (27.8%)
CIS/MIS (27.6%)

E-business (27.6%)
Business ethics (26.9%)
Public administration (26.2%)
Economics (25.9%)
Statistics (25.6%)
Entrepreneurship (25.3%)
Strategic management (24.3%)
Quantitative methods (24.0%)
Supply chain/logistics (22.8%)
Production/operations management (22.4%)
Finance (21.9%)
Operations research (20.8%)
Data analytics (20.0%)

▮	**FEMALE**
▮	**MALE**

MORE THAN 3 IN 5
Business education (71.4%)
Manufacturing and tech management (66.7%)
Business communications (66.3%)

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minority members. Thus, women and minorities pay a "gender" or "minority" tax because of their more limited numbers, particularly as they achieve higher ranks. Research by Cassandra Guarino and Victor Borden in *Research in Higher Education* confirms that women perform more service than men; the authors also found that women's service is more likely to be internal to the department, college, or university, and less likely to serve the profession or the community. Women may be asked to do more, may have a harder time saying no, or hold a different view of service obligations than men.

WHAT COULD CHANGE
In our AMA meeting, we were happy to hear schools share examples of how they are addressing gender equity. For instance, some are choosing not to pay "disloyalty bonuses" to professors who seek competing salary offers. While it's unlikely that the potential hindrances will ever be eliminated completely, we identified several actions that administrators could take to lessen some of the effects of gender disparity:

Commit to the goal. Leaders should openly profess a desire for equity, acknowledging that historical practices or processes may have unintentionally created disparities. When they commit to continuous process improvement, they can focus on identifying future opportunities rather than assigning blame or defending the past.

Assess current representation. Leaders should know where their schools and departments stand. What is the gender representation for faculty across the business school, in various academic disciplines, and in each degree program? When hiring, administrators commonly focus on departmental-level needs, but they also should consider diversity goals that improve representation at the program level.

Assess career progression. Leaders should analyze how men, women, and minorities progress through the academic ranks at their schools. Is adequate feedback given to faculty so that they know when they meet promotion criteria? If certain groups are taking longer to progress, does the school have faculty development programs that explicitly target those who have spent extended time as associate professors?

Examine pay gaps by gender. Are there salary differences between men and women? Are there differences in how research, travel, and other compensation

are funded for men and women? Are pay differences related to performance or to other criteria?

Examine criteria for assignments and evaluations. Leaders should determine if service commitments or teaching assignments are allocated disproportionately to women or minorities. Administrators also should consider whether they need to adjust their criteria for teaching and research.

We believe that if administrators are willing to examine the data, they can gather a wealth of information about how they're doing on gender parity and determine if there is need for action at their institutions.

Calls for systemic change to achieve gender equity are not new; we have long been discussing the need to improve the career prospects of women in academia. But it is still daunting for individual schools, and individual departments, to move forward with changes.

Nonetheless, we believe meaningful progress can be achieved when administrators evaluate their situations and address the existing hindrances. The good news is that the schools that are the first movers on gender parity are most likely to see the greatest benefits. They'll do a better job of recruiting and retaining faculty, recruiting students, improving long-term alumni development—and changing academia for the better. ◾

Pam Scholder Ellen is an associate professor of marketing and associate director of WomenLead at Georgia State University's Robinson College of Business in Atlanta; June Cotte is the Scott & Melissa Beattie Professor in Marketing at Western University's Ivey Business School in London, Ontario, Canada; and Joseph K. Goodman is an associate professor of marketing and logistics at the Ohio State University's Fisher College of Business in Columbus.
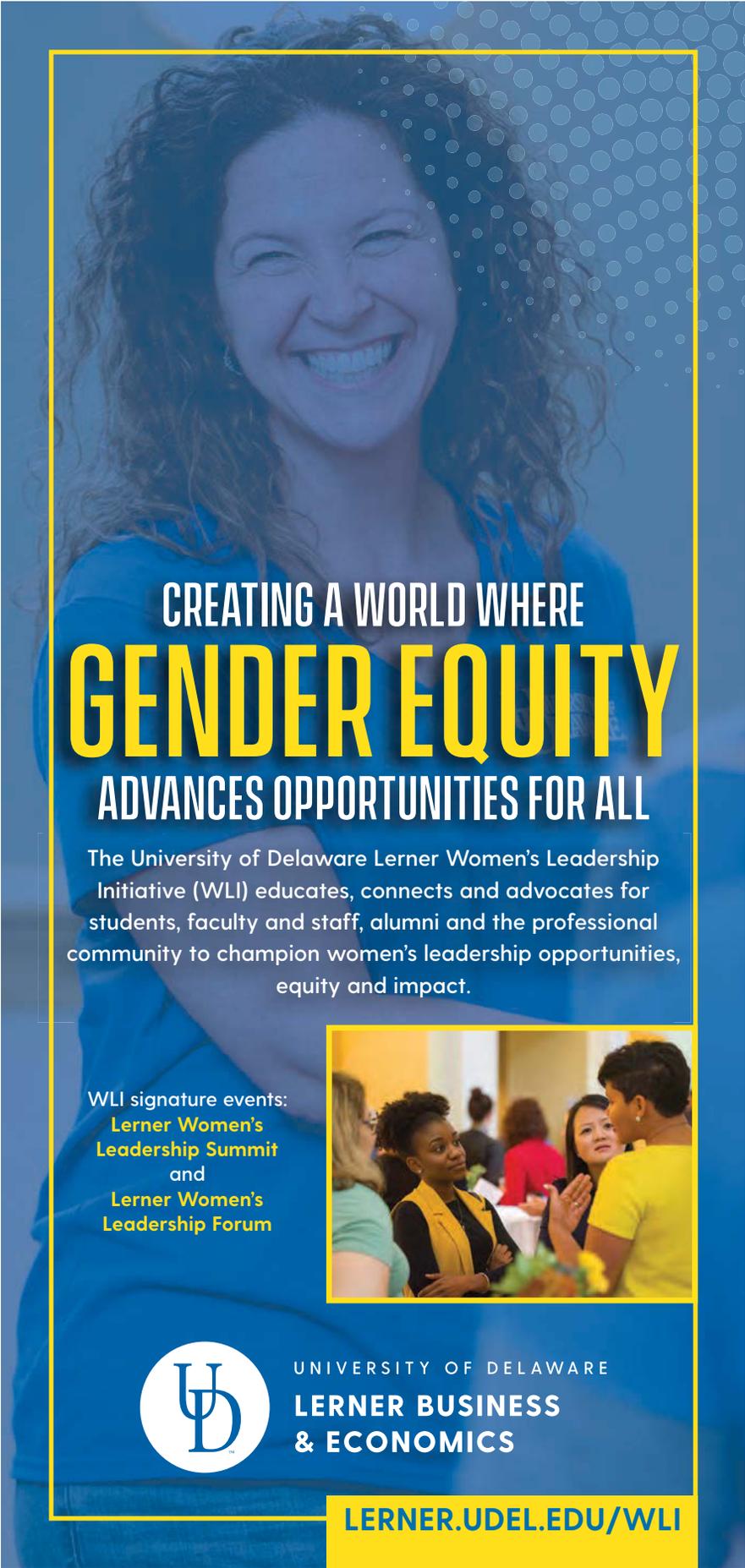
CREATING A WORLD WHERE
GENDER EQUITY
ADVANCES OPPORTUNITIES FOR ALL

The University of Delaware Lerner Women's Leadership Initiative (WLI) educates, connects and advocates for students, faculty and staff, alumni and the professional community to champion women's leadership opportunities, equity and impact.

WLI signature events:
Lerner Women's Leadership Summit
and
Lerner Women's Leadership Forum

UNIVERSITY OF DELAWARE
LERNER BUSINESS & ECONOMICS

LERNER.UDEL.EDU/WLI

As the middle managers of the business school, associate deans will become increasingly powerful catalysts for innovation—but only if they understand their roles and are given the right support.

INNOVATION FROM THE MIDDLE

BY JESSE SEGERS
ILLUSTRATION BY TAYLOR CALLERY

ALTHOUGH ASSOCIATE DEANS might not view themselves in this way, they are the middle managers of business education. After all, they share the two main functions of middle managers. They work closely with senior leadership—deans, provosts, and chancellors—and they use their knowledge of the organization, from operations to faculty development to student services, to advance its strategy. Like the middle managers in any business, associate deans alternate between managing day-to-day activities and keeping their institutions focused on long-term strategies. In short, the middle manager's traditional duties consist primarily of eliminating chaos within the organization and carrying out the strategies of top management.

Some researchers sympathize with middle managers, who they say are in a thankless position—caught in between superiors who want them to be more proactive and employees who view them as obstacles to progress. Without the right support, they can become the "frozen middle" in an organization, blocking necessary strategic change.

Since the 1950s, many observers have even predicted that technology will replace middle managers, who will become dinosaurs in the quick and volatile busi-

ness world of today. But many others—myself included—believe that associate deans can become much-needed catalysts for innovation in our mature industry, which is being disrupted by new competitors and artificial intelligence technology. In fact, as new technological platforms take over middle managers' traditional coordinating duties, associate deans will have more time to help their organizations make sense of their markets and even formulate strategies of their own. In this way, associate deans will become more valuable to business schools than ever before.

One thing is clear: As their role transforms, associate deans who merely translate strategy into actionable objectives will add less value to their schools and become more frustrated in their positions. But those who expand their role—who help their schools make sense of, and respond to, trends in the industry—will be highly valued dynamos.

To better understand the evolution of the associate dean's position, we can look at the framework created by management professors Steven Floyd of the University of St. Gallen in Switzerland and Bill Wooldridge of the University of Massachusetts, who co-authored the 1996 book *The Strategic Middle Manager*. Their framework outlines the four roles of the modern middle manager: *synthesizer, facilitator, champion,* and *implementer.* It also highlights how associate deans can bring the most value to their institutions, and how top management can facilitate their success.

INFORMATION SYNTHESIZERS

Today's associate dean will be asked to move beyond carrying out his dean's strategy—instead, he must become the sense-maker of his institution. He will synthesize information from many sources as he talks to stakeholders, observes industry trends, and participates in competitions and professional organizations. Moreover, he will be expected to draw his own conclusions about where business education is heading and

Associate deans who help their schools make sense of trends will be highly valued dynamos.

establish the direction his school needs to take.

His vision also should address any "elephants in the room," whether that means rethinking traditionally popular programs that no longer suit the mission or adopting disruptive, as-of-yet unfamiliar technologies. Next, the associate dean must play the role of "sense-giver," by sharing his vision with stakeholders and those who have more power than he does on the topic at hand.

Unfortunately, many associate deans are ill-suited to take on these new responsibilities, largely because they have what I consider "socialized minds." That is, they are team players who try to live up to the expectations and definitions of their environments, when they need to be what Harvard Business School professor Robert Kegan calls "self-authoring" individuals who follow their own internal compasses and make choices based on their personal values and beliefs. To succeed in the new climate for middle management, associate deans must embrace a self-authoring mindset, in which they take full ownership of their decisions.

Let's consider the hypothetical example of an associate dean of master's programs. After carefully analyzing information culled from professional workshops and the experiences of the school's competitors, students, and adjunct faculty, she concludes that her school should partner with a third-party vendor to increase its foreign student enrollment. In her view, this strategy would not only increase the business school's top-line growth, but also improve its position in the rankings.

There's just one problem: Before she became the associate dean, the school had a bad experience with a vendor. Consequently, her dean prefers to rely on in-house recruiters.

The dean is the more powerful stakeholder in this scenario. But does this mean that the associate dean should defer to the dean's preference, dismissing her conviction that using a vendor would be best? Not in today's competitive market—and not if her dean wants her to provide the most value to her school.

Instead, this associate dean should feel encouraged to give her honest feedback on existing strategy, without fear of being rebuked or disregarded. In return, her dean should communicate clearly about the success or failure of past strategies, while remaining open to necessary innovation. In the process, the associate dean will find her role more meaningful, and the business school will derive far more value from her work.

EXPERIMENTAL FACILITATORS

Once they've shared their visions, associate deans will need to formulate strategies to make those visions reality. That might mean pursuing radical experiments that lie outside the expectations of top management.

To achieve real innovation, they won't be able to go it alone. They'll need to assemble strong teams and provide those teams with the time, resources, and sense of psychological safety they need to feel comfortable taking risks. At the same time, associate deans will need to be good listeners, know how to keep egos in check (their own and those of others), and be task-proficient and respectful. Their role will be to create a climate of open communication in which they facilitate debates and encourage others to take initiatives. And when people around them have more knowledge than they do, they'll need to empower these colleagues to take the lead. The associate deans who embrace these skills will significantly expand their institutions' strategic repertoires.

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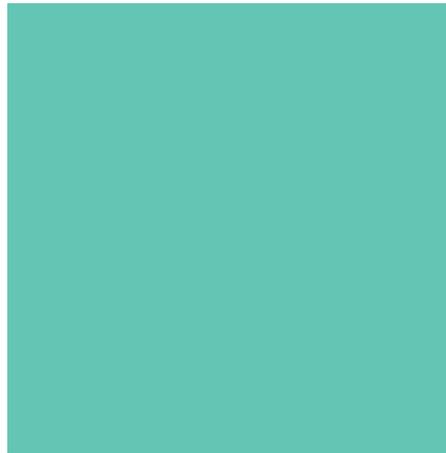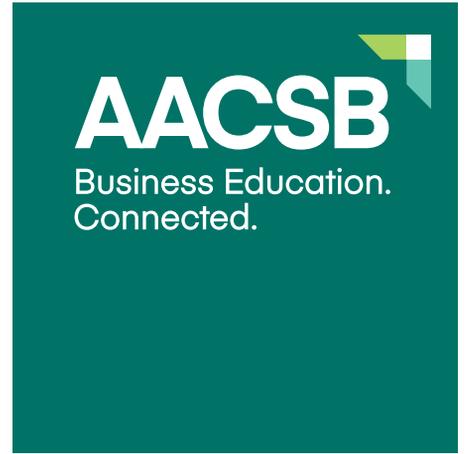
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Take the example of the associate dean mentioned above. Perhaps she decides to run a small pilot test with a vendor in a program that's struggling with international enrollments. She'll need persuasive skills to convince her recruitment staff—and, of course, the finance department—to give it a go.

She'll also need to know that her dean rewards self-discipline and autonomy, encourages experimentation, and provides her with the psychological safety to run small experiments and communicate fearlessly about their success or failure. Stated differently, she'll need to know that top management has created the context in which entrepreneurial activity can happen both in the middle and at the bottom of the institution.

Even if she is empowered to experiment, she also must be politically savvy, possessing an implicit understanding that her experiments align with priorities at the top. She must use her power to pursue promising innovations without going too far in overriding her supervisors' strategies. Otherwise, her relationship with her supervisor will become tense. Even worse, she could risk being viewed as subversive, undermining all that she has been trying to achieve.

CHAMPIONS OF ALTERNATIVES
If small-scale experiments are successful, associate deans must prepare themselves for their next task: to become champions who build persuasive business cases for alternative strategies. They must be able to persuade appropriate stakeholders to spend the time and resources to roll out experiments on a large scale.

Associate deans must show great emotional intelligence and foresight. They must already have cultivated reputations for showing good judgment and deliberation and be viewed as forward thinkers. If they have a history of reacting to every suggestion that comes their way, or if their proposals seem designed to build their own empires at the expense of others, it not only undermines their effectiveness, but also feeds into stereo-

Associate deans must know that their deans encourage experimentation.

types about middle managers acting as an organization's permafrost layer.

So, once our associate dean's small-scale experiment has proven that a vendor can boost international enrollment, she must use her emotional intelligence to navigate institutional politics. She must be well-connected enough to know what each stakeholder has to win or lose if her pilot is formally adopted.

For her to have such insights, she'll need to have a seat at the table during the school's strategic planning sessions, where her dean should not just welcome her attendance, but expect it. In these meetings, she should feel free to react to new ideas and even referee the discussion as ideas are promoted. Without such access, her motivation to pursue and promote new ideas would be undermined.

IMPLEMENTERS OF INNOVATION
Once associate deans receive the green light to roll out their strategies, they will have to set their changes in motion. This means making project plans and creating kickoff communications that outline why change is needed: What external factors are driving it? What is the evidence of the problem? Why is change needed now? What impact will it have on people?

If our associate dean has been a part of the school's strategic process, she already will have a sense of the incremental progress her experiment has achieved. That will make it easier for her to explain the problem and form a coherent narrative about how she has come to her solution. She also will help convey to the entire school community that this kind of everyday work and innovation is meaningful, valued, and rewarded.

After our associate dean sends out her initial communication, she will have

to manage the inevitable resistance to change, helping skeptics make sense of the new approach and offering emotional support as needed. A key task of an associate dean is taking care of employees' emotional well-being, something top managers often cannot do because they are too far removed from most workers.

Even after she counters resistance within the institution, she still might have to devise systemic interventions to overcome additional hurdles. But once she successfully institutes such interventions, this step will close the cycle. If she has done everything right, she will be free to move forward with her chosen vendor and her idea will become part of the school's formal strategy.

As implementation is taking place, she will begin to gather new information about what is and is not going well. At this point, she'll repeat the cycle, synthesizing information, conducting experiments, and championing alternatives.

THE MIDDLE MANAGER MINDSET
In an era when business schools face huge changes and disruption, it is important that deans reward and encourage the evolving work of their middle managers. For their schools to effectively navigate the complexity of 21st-century higher education, senior academic leaders must empower associate deans with the skills, access, and support required to do their complicated jobs well.

Only then will associate deans adopt the leadership mindsets necessary for them to become catalysts of innovation and renewal for their schools. ▶

Jesse Segers is the rector of Sioo in Utrecht, the Netherlands, an independent interuniversity institute that teaches people and organizations how to be agile in change management and organizational processes. He also is a professor of leadership at Belgium's Antwerp Management School, where he formerly served as associate dean of education and as academic director of the Master Class Leadership for Middle Management.

A New Approach to Faculty Assessment

BY EDELTRAUD HANAPPI-EGGER

? **THE CHALLENGE:** When hiring and assessing faculty, research-oriented academic institutions heavily emphasize publication output. But is this the best way to hire and promote the best candidates? In many cases, the answer is no. Rather, this approach rewards researchers in well-established fields who give their undivided attention to research, and it favors academics who follow linear, uninterrupted full-time academic careers.

That puts at distinct disadvantage those professors whose academic achievements are in newer, more innovative fields; those whose main achievements are in teaching; or those who have taken sabbaticals or pursued part-time employment so that they would have time to care for loved ones. In short, schools that evaluate faculty based primarily on publication output can develop a skewed view of what the ideal faculty candidate looks like.

Even more troubling, this measure ignores "third-mission activities," in which faculty engage with the local community, address social challenges, contribute to the transfer of university knowledge to market, and disseminate knowledge to nonacademic audiences. As third-mission activities become increasingly important to universities, more schools need to incorporate them into their evaluation procedures.

THE APPROACH:

At the Vienna University of Economics and Business (WU) in Austria, we asked ourselves whether, in today's complex and increasingly interconnected world, we could justify reducing an applicant's performance to a publication list. Ultimately, our answer was no.

That's why we now assess faculty performance across many dimensions. We refer to our model as "uLike," which stands for *universitäre Leistungsbeurteilung im Kontext entwickeln.* In English, this translates to "Academic Performance Assessment in Context."

BROADER CONSIDERATIONS

More and more, we're seeing three elements on the résumés of today's academic scholars that make it unfair—

and unwise—for us to ignore all factors except research output:

Nontraditional career paths. Researchers might have earned PhDs later in life, perhaps because of previous careers in business, or they might have taken breaks in their careers to act as caregivers. Their careers could have been interrupted by relocations or unforeseen events in their personal lives. Traditional systems of faculty evaluation often do not take such common career detours into account, at a time when the number of faculty who are affected by such factors is likely to increase. Today, both women and men are increasingly taking time off to raise children, and baby boomers are caring for their children and elderly parents simultaneously. Even

millennials and members of Gen Z are following informal paths in their early careers, often by necessity: According to a 2012 study from the University of Western Australia, the number of secure early-career jobs is decreasing.

"Academic age." Each professor has not only a biological age, but also what we call an academic age, which refers to the number of years a professor has spent actively pursuing academic work. For example, consider two professors who both earned their PhDs the same year. One has produced eight publications while working full-time, while the other has produced five publications while working part-time. In absolute terms, the full-time professor has produced more work. However, the

part-time professor has had less time to conduct research; she or he is both academically younger and potentially more productive. In this scenario, measuring each researcher's performance by publication output alone would not be neutral or objective. We also must account for the period of time each candidate had to accomplish the work.

Teaching and third-mission activities. As mentioned above, the performance portfolio of today's university must include not only research production, but also broader contributions to society. Therefore, faculty recruitment policies also should consider applicants' teaching and third-mission activities, including achievements related to university management and development, committee membership, management of academic units, conference organization, journal paper review, knowledge transfer, media appearances, participa-

tion in public events, and commitments to community service and social impact.

CHANGES TO OUR CRITERIA
In 2012–2013, a working group of full professors at WU began developing an alternative performance assessment model for the school. As a first step, they created a new job profile for all WU faculty, which included criteria in research, teaching, and third-mission activities. This profile also was applied to all new hires going forward.

In 2015, with the help of the Rector's Council, we re-evaluated our search criteria once again, this time to include each candidate's biographical history and career paths. We were inspired by the method of faculty evaluation used by many universities in Australia and New Zealand, where faculty's performance is evaluated relative to their opportunities. This method does not assume that all

faculty follow traditional linear, uninterrupted academic career paths, largely because that career pattern no longer matches that of many of our professors.

The new job profile outlines the expectations WU has for faculty in the areas of teaching, research, and third-mission activities, and the school conducts regular evaluations. Above-average salary increases are granted only to those professors who excel in two of these three areas and who meet average standards in the remaining dimension. If faculty members are seeking promotion, we consider their academic age and biographical factors that could impact their performance, and we compare their performance to that of other full professors who work in similar fields and are at similar stages of their careers.

By clearly defining our criteria and the broad spectrum of responsibilities that we associate with a professorship, we positively manage faculty expectations. "Over the last decade, research output has become the dominant goal for academics on all career levels," says Michael Müller-Camen, professor of human resource management at WU. "WU's job profile for full professors tries to reverse this development by proposing that professors have to demonstrate excellence in all three areas. As a result, the performance perspective of WU professors has broadened."

MORE NUANCED RECRUITMENT
We have made three significant changes to the language we use in our public announcements of open positions. One of the most telling changes is the requirement that states that applicants must have "an outstanding publication record in the relevant fields." Here, we have added the phrase "commensurate with academic age" to clarify that we consider how much time each candidate has had to publish.

In addition to "a record in attracting and conducting third-party funded research" and "experience in empirical

research," we now ask applicants to demonstrate "teaching qualifications at the undergraduate and graduate level." Finally, we ask applicants to highlight their "gender mainstreaming skills," because our full professors must accept leadership roles with respect to the university's equal opportunities policy.

Once we begin reviewing applications, according to WU's bylaws, we are required to appoint at least three reviewers—including at least two external reviewers—to evaluate faculty candidates. The reviewers' highest-rated candidates are invited to a public hearing, after which the search committee proposes a short list. The rector then decides which candidate to approach with an offer.

We have drafted documents to provide both our search committee members and our reviewers with reference points throughout the process and remind them of their responsibility in evaluating faculty candidates. These documents include an evaluation sheet that breaks down each requirement in the language of the job posting. In addition, guideline and assessment sheets direct the committee to consider candidates' academic age, interruptions in their professional careers, reduction of working hours, and delays in completing individual educational stages due to caring for children or family members.

The documents also remind them to consider candidates' involvement in civil society activities and time spent in leadership and service positions. At no time can the committee use candidates' future intentions against them, whether they might plan to go on parental leave or opt for parental part-time hours.

Finally, the committee members are reminded that they must evaluate a candidate's "bibliometric data related to publication based on a comprehensive selection of parameters such as teaching, thesis supervision, knowledge transfer, and research and innovation management."

THREE CANDIDATES, THREE ASSESSMENTS

Let's take a look at three potential candidates for a full-time faculty position at WU, as well as the criteria our search committee would consider for each one before selecting which individual to hire. All three candidates have excellent qualifications (see chart at right):

■ **APPLICANT A** meets publication output requirements, has acquired two research grants, and has held positions at two lesser-known institutions.

■ **APPLICANT B** is the youngest academically—having earned a PhD in 2009, the applicant has an academic age of just ten years, but in that time has achieved an impressive publication output, including single-author papers in leading journals and research activities located at the intersection of two desired disciplinary areas. Applicant B also has worked internationally at two lesser-known academic institutions, but has not attracted any research funding.

■ **APPLICANT C** meets the requirement of work at the intersection of these fields and has a strong record of attracting grants. The applicant also has held three international positions at renowned universities.

All three candidates have international experience teaching at the undergraduate and graduate levels.

If the committee ranked these candidates based only on traditional criteria, without taking biographical factors into account, Applicant B would win out over Applicants C and A as our new hire due to a higher absolute publication output. However, once biographical factors are considered, the picture changes. As it turns out, Applicant C has two children and took time off for parental leave, dropping the applicant's academic age from 12 years to eight years. This broader perspective makes the academic output all the more impressive, given that the applicant had fewer years to complete the work. In this scenario, Applicant C becomes the preferred candidate.

This example shows just how an alternative approach to performance assessment can change the outcome of faculty hiring and promotion decisions. It's also a glimpse into how business schools can rethink their own assessment criteria in ways that suit their academic missions.

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* Social Sciences Citation Index
** Each "+" symbol refers to relevant experience in that category. Each "✓" symbol indicates that the candidate's experience meets the search committee's criteria in that category

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WU's Equal Opportunities Committee oversees the entire recruitment process. Guaranteeing transparency at every step is crucial, because Austrian law gives candidates the right to file complaints against alleged discrimination with a government anti-discrimination board.

See "Three Candidates, Three Assessments" above for an example of how our committee and reviewers might evaluate three representative candidates using the uLike model.

ADDRESSING CHALLENGES
Through our new model, we have been able to help our university fulfill its third-mission activities and recruit more diverse top talent. But going

SELECTION CRITERIA	APPLICANT A	APPLICANT B	APPLICANT C
Academic qualifications	Earned PhD in 2006	Earned PhD in 2009	Earned PhD in 2007
Publications in top-tier A or B journals	8 A-journal & 8 SSCI*-listed papers	9 A-journal & 16 SSCI-listed papers	10 A-journal & 12 SSCI-listed papers
Research focus: intersection between two desired disciplines, 1 and 2**	+	+++	++
Record of attracting research funding	++	-	+++
Teaching qualifications at undergraduate and graduate levels, and teaching experience in English	+++	+++	+++
International experience	++	++	+++
Contributions to third-mission activities	✓	✓	✓
Leadership qualifications	✓	✓	✓
Gender mainstreaming skills	✓	-	✓
Public hearing / research	++	+++	++
Public hearing / teaching	++	+	+++
Ranking (by committee preference) based on research output only	Rank 3	Rank 1	Rank 2
Candidates' academic age, which takes into account time off from academia	13	10	8 (due to parental leave)
Final ranking based on biographical factors	Rank 3	Rank 2	Rank 1

against academic tradition can cause debate. For instance, a 2012 paper in the journal *Environment and Planning A* by Australian researchers Natascha Klocher and Danielle Drozdzweski asks, "How many papers is a baby 'worth'?" Klocher and Drozdzweski discuss the relative weight given to different criteria and life contexts and argue that a more

comprehensive in-house approach to faculty evaluation must be based on a collective decision.

Of course, it's also essential to ensure that the new approach does not erode quality standards or excuse subpar performance. In addition, there is the issue of privacy. A faculty evaluation process can consider biographical factors only

if they are disclosed. But how can we encourage faculty to share private information for performance assessment? Disclosing such information blurs the borders between private and work life, which some might view as problematic.

At WU, we still are exploring these questions. As one step to address the privacy issue, the school will establish an online application tool that informs applicants about WU's faculty recruiting approach. We will offer all applicants the opportunity to volunteer relevant information on private matters that they would like the search committee to know. Of course, we view it as critical that such private information is kept strictly confidential.

PERFORMANCE IN CONTEXT

In December 2016, Austria's Federal Ministry of Education, Science, and Research honored WU with one of eight Diversitas awards for the impact of uLike on promoting diversity. According to the Diversitas jury, our faculty assessment model was selected because it recognized candidates' wider range of contributions to society, viewed candidates as whole individuals with both personal and professional lives, and had the potential to eliminate hidden discrimination in the faculty recruitment process. The approach, the jury added, could be an incentive for young scholars to devote more effort to activities that go beyond research and teaching.

In the area of faculty evaluation, it all boils down to this: How can we attract and retain the best talent? If higher education institutions continue to cling to rigid notions, rewarding only those academics with standard biographies and A-journal publication lists, they may eventually find themselves lagging behind in the race for the best faculty. ◗

Edeltraud Hanappi-Egger is professor of gender and diversity in organizations and president of the Vienna University of Economics and Business (WU) in Austria.

ideas in action

Learning to Differ

TEACHING STUDENTS TO APPRECIATE OPPOSING VIEWS.

IN THE COURSE Ethical Issues for Managers, Don Lange wants to do more than teach students the nuances of ethical leadership. He wants to help them better understand and engage with people whose views differ radically from their own. Lange, an associate professor of management and entrepreneurship at Arizona State University's W.P. Carey School of Management in Tempe, emphasizes the importance of civil discourse before his class even begins. Before students come to the first session, he asks them to complete five online modules in OpenMind, a third-party app that its creators designed "to depolarize communities and foster mutual understanding across differences."

Lange started using OpenMind in fall 2017, after he heard a presentation by New York University professor Jonathan Haidt. Haidt is a researcher focused on the deep divisions that can form in society and a co-creator of OpenMind. The app models ways for students to engage respectfully without retreating to their ideological camps.

It takes students less than two hours to complete the modules. The first explores the question, "Why talk to people you disagree with?" The next four lay out steps for civil debate, such as "cultivating intellectual humility," "exploring the irrational mind," "breaking free from your moral matrix," and "preparing for constructive disagreement."

In the first class, Lange asks students to put the skills they've learned to use. They break into pairs and identify an issue on which both students strongly disagree. Then, they engage in one-on-one conversations in which they first work to understand the values that drive the other person's viewpoint, before reframing their own views using the other person's preferred moral foundations.

"The module not only teaches the importance of listening to and learning from others who see things differently, but also gives students concrete instruction in how to break down communication barriers with others," says Lange. "The key is to recognize the deeper agreements that often underlie disagreements."

For example, Lange recalls two students who disagreed on whether players in the National Football League should be required to stand for America's national anthem. They determined that authority and sanctity were key moral foundations for the student who believed that players should stand; care and fairness were the moral foundations for the student who believed players had the right to kneel to protest racial inequality.

The students then restated their own views using the other's moral foundations. The individual who believed players should stand said, "I think NFL players should stand for the national anthem because kneeling is hurtful to [military veterans] who have sacrificed so much." The student who believed they should be able to kneel said, "I think NFL players should be allowed to kneel because freedom of expression is a sacred right in our society."

It's rare that either student changes the other's mind, says Lange, "But when they hear the opposing view reframed according to their own strongly held values, it helps each to appreciate and understand the other's view more."

▶ **To learn more about the OpenMind app, visit www.openmindplatform.org.**

TAKING YOUR FACULTY PUBLIC

BY KEVIN ANSELMO

I often hear deans make statements such as "Our school is not as visible as it should be," or "We need to engage more broadly with the business community." One key way for them to move the needle on these points is to make sure faculty participate in external communications.

But too often, schools not only fail to encourage faculty engagement in public outreach, they disincentivize it. In their book *Most Likely to Succeed,* Tony Wagner and Ted Dintersmith note that most schools base tenure decisions on two factors: research output and politics. As a result, activities such as blogging, doing press reviews, or even writing books for a general audience can be viewed at many institutions as deviations away from serious research.

To overcome these barriers, a school's leaders and communications teams must shift their institutional culture. The following tactics are great first steps:

Model public communications. Whether it is engaging with the press, blogging, or using social media, deans should be communicating regularly with the public. By modeling this behavior, they and their marketing teams are in better positions to encourage faculty to do the same.

Highlight contributors. Send out regular, perhaps monthly, email notifications that praise faculty who have been mentioned in the media or have used social media to make a positive impact. Although the communications team can help by ghostwriting, editing, and disseminating the email, these messages should be sent from an academic leader's email address, not via an automated message.

Leverage physical spaces. When I worked as director of public relations for a business school, one of my first actions was to display print copies of the press where faculty had been mentioned on boards in strategic locations throughout the school. We also periodically would assemble a press clippings booklet and distribute it to faculty.

Reinforce the message at faculty meetings. During every in-person meeting, take a few minutes to highlight faculty engagement activities, particularly those tied to the school's mission.

Give awards. Many schools give out teaching and research awards to professors. Why not also give awards to professors who have made an impact through their communications efforts?

Deliver a robust learning program. While speaking at an academic conference, I asked the 200 or so professors in the room how many had been trained during their PhD studies to communicate their research to academic audiences. Every hand went up. I then asked how many had been trained to communicate the ramifications of research to external audiences. Every hand went down. That's why I believe schools should offer ongoing—not one-off—training.

Schools can bring in communications specialists to offer experiential workshops where faculty can learn and apply best practices. They also can set up an interactive communications channel where individuals can ask questions and share best practices with each other.

Another idea is to schedule monthly brown bag lunches, where professors can take turns sharing their experiences with colleagues, whether they have done a major television interview or written a viral blog post. Marketing staff could explain how faculty can share their research with larger audiences using new social media tools.

Create an ambassador program. Schools see far greater engagement when content is shared by individual faculty than

> "Schools see far greater engagement with content when it is shared by individual faculty."

when it's shared under the institutional logo. That's why one of my clients has formed a team of faculty ambassadors who highlight the school's thought leadership on LinkedIn. The communications team can provide the content; the ambassadors need only copy it or tweak the language to interject some of their opinions before they disseminate it on their channels.

Change the system. The ideal solution, of course, is to ensure that public communications efforts are accounted for in the tenure process. One creative approach to this might be, for example, bundling public communications activities into the category of citizenship or service.

All of the above tactics are about changing the culture. So, don't just talk to faculty about why engaging in external communications is important. Demonstrate it, recognize it, and reward it on an ongoing basis.

Kevin Anselmo is the founder and principal of Experiential Communications, a consultancy providing communications services and training to higher education institutions. Previously, he worked in full-time communications roles for IMD in Lausanne, Switzerland, and Duke University's Fuqua School of Business in Durham, North Carolina.

Service in the Curriculum

THE MORE STUDENTS engage with their communities during their programs, the deeper their sense of belonging and social responsibility at graduation. A new initiative at the Naveen Jindal School of Management at the University of Texas at Dallas was created with that idea in mind. Starting with last fall's incoming freshmen and transfer students, all undergraduates at the Jindal School must fulfill 100 hours of community service as a requirement for graduation.

The school has taken this step to help students become more well-rounded citizens who engage with their communities and understand social concerns, instead of just being people who are "good at crunching numbers," says Marilyn Kaplan, associate dean of undergraduate programs.

To accumulate service hours, students can volunteer at approved nonprofit organizations, enroll in courses with service components, or do a combination of both. Qualifying course projects might involve creating marketing plans for nonprofits, helping organizations with financial statements, or completing consultancies with charitable or service agencies.

Courses that integrate community service components include Business Basics, a mandatory freshmen course with a project that satisfies five hours of the requirement. Students can fulfill 20 hours of the requirement in Product and Brand Management, ten hours in Digital Internet and Marketing, and 20 hours in Market Research if they choose nonprofits as their project partners.

Students enrolled in Social Sector Engagement and Community Outreach, a course in social entrepreneurship, can complete all 100 hours of their community service in a single semester by helping small businesses address real-world business problems. This could be an attractive option for transfer students who want to stay on schedule to graduate in four years.

Robert Wright, a senior lecturer in innovation and entrepreneurship, teaches the course. Throughout the summer of 2018, Wright worked with the United Way of Metropolitan Dallas (UWMD), where he sits on the board, to design an application to track the course's service component. "This requirement has the potential to either enrich the lives of Jindal School students by [exposing them to needs in the community], or it changes the course of their lives by sending them down a path of working in community service," says Wright.

Community service is really "a form of leadership training," says Hasan Pirkul, Caruth Chair and dean of the Jindal School. "Students learn to communicate a clear vision of the organization they serve, analyze issues, solve problems, delegate tasks, build trust and influence, and motivate others to contribute to the cause."

The Jindal School has collaborated with both UWMD and the UT Dallas Office of Student Volunteerism to connect students with a wide range of service opportunities. Students can volunteer for work that suits their interests and skills.

Kaplan points out that 100 hours of community service averages to just 12.5 hours each semester. "Students could knock that out while studying abroad, over a single weekend, during alternative spring break, or even by volunteering an hour or two at a time at various points during a semester," she says.

In fact, many JSOM students already perform 100 hours of community service through fraternities, sororities, or student organizations. "We were just never able to collect the data or know the impact of what our student body was doing until now," Kaplan adds.

Daniel Rajaratnam, a clinical professor in marketing who teaches market research, appreciates that his students can gain experience doing surveys and analyzing data while helping local nonprofits. The requirement also provides the school data about its social impact.

"Logging those service hours," says Rajaratnam, "allows the university to quantify how much we're giving back to the community."

Pepperdine University's classroom at STAPLES Center in Los Angeles.

Classroom in Context

It's not always easy for business faculty to integrate classroom work, guest lectures, and field trips to corporate offices into a seamless learning experience. But what if the students, faculty, and executives were already in the same place, immersed in the same industry context? Would that proximity support a more organic and dynamic learning experience?

Faculty at Pepperdine University in Los Angeles, California, believe a new classroom opened last year in STAPLES Center—a venue that is home to four professional sports franchises and more than 250 events a year—will do just that for students pursuing majors related to sports and entertainment. Designed in collaboration with AEG, a sports and live entertainment company, the space is located in downtown Los Angeles, a sports and entertainment hub.

The multi-use space includes seating for up to 30 students and can accommodate 50 people for special events. It features collaborative technology for wireless projection and group work, as well as a 75-inch display that can run pre-planned content, broadcast live television, or display a closed-circuit feed of the arena. A videoconferencing system can connect guest lecturers to any Pepperdine classroom in the world.

The location will support students pursuing a new MBA concentration in entertainment, media, and sports management, offered for the first time last fall by Pepperdine's Graziadio School of Management. It also will be used by students pursuing sport administration majors through the Seaver College of Letters, Arts, and Sciences, as well as those in the master's program in entertainment, media, and sports law at the Pepperdine School of Law.

As part of the collaboration, AEG will deliver a "best-in-class" speaker series in which AEG executives will discuss industry trends and expose students to the inner workings of STAPLES Center. Last year, students from the Seaver College used the classroom to meet the leadership of the National Collegiate Athletic Association during the NCAA West Regional Finals.

"Access and proximity were two driving forces behind Pepperdine's interest in developing a presence at STAPLES Center," says Rick Gibson, the university's chief marketing officer and vice president of public affairs and church relations. The classroom and partnership with AEG, he adds, provide the school's faculty and students with real-world, real-time access to the people and resources that make the sport and entertainment industries run.

MAKING THE CHANGE MAKERS

BETWEEN MARCH 7 and June 27, 100 aspiring social entrepreneurs selected from industry, government, and science will participate in the NRC Live Impact Challenge, a collaboration of the Rotterdam School of Management (RSM) at Erasmus University, NRC Live, and ImpactCity, all based in the Netherlands. NRC Live plans events and provides development opportunities for professionals interested in achieving social impact. ImpactCity is a community of startups committed to making contributions to society.

During the challenge, the entrepreneurs will complete a 100-day program that consists of four online modules delivered in English by RSM professors. Participants will learn about sustainable innovation and the United Nations' Sustainable Development Goals; receive feedback on their business ideas; and develop skills to achieve positive change.

On June 27, participants who complete the program will receive Positive Change Leader certificates from RSM at a closing event. One winning participant will receive exposure in NRC, a training budget from RSM, and access to the network and services of ImpactCity.

"At NRC Live, we try to find answers to rapid economic and social changes, challenge bright minds, and stimulate debate," says Sanne Bruinstroop, a program maker at NRC Live. The Impact Challenge, she says, is a way "to provide the academic depth and practical insights needed to translate societal challenges into opportunities for innovation."

▶ **Learn more at nrclive.nl/impact-challenge (in Dutch).**

Ladies Who Launch

WHAT'S THE BEST way to increase the number of women entrepreneurs? Offer them a community, says Sara Herald, associate director of social entrepreneurship at the University of Maryland's Smith School of Business in College Park. She and her colleagues at the school's Dingman Center for Entrepreneurship hope to build such a community through Ladies First Founders, a one-credit course for undergraduate women across the university who are working on new ventures.

"We wanted to provide that extra level of support and peer community for undergraduate female entrepreneurs," says Herald, an adjunct professor who teaches the course. And this support is much needed, she emphasizes: Even though women launched 40 percent of new businesses in the U.S. last year, that number was lower than in previous years. In 2017, women-led companies in the U.S. received more venture capital, on average, than male-led companies, but they collectively received only 2.2 percent of all VC funding, according to the investment database Pitchbook.

Ladies First Founders evolved from the Dingman Center's larger Ladies First initiative, launched in 2016. Led by Herald, the initiative incorporates events and workshops on topics such as working with mentors, pitching business plans, and securing funding. In spring 2018, the center began holding Ladies First office hours on Fridays to encourage women at the university to seek feedback on their business ideas from faculty and entrepreneurs-in-residence. Last April, Dingman hosted "Dolphin Tank," a friendlier version of the TV show "Shark Tank," for female founders.

Herald created Ladies First Founders because she thought women would get more from these opportunities as part of a formal course, where they could find a community of peers "who are all dealing with the same issues," she says.

Students are selected for the course through an application process; successful candidates must be women who are currently undergraduates at the university actively working on venture ideas. In spring 2018, the course's inaugural cohort included ten women, whose business ideas included a skincare company, a brand consultancy for black women, an athletic wear company for figure skaters, and a biomedical device maker.

The course features workshops that tackle issues of particular importance to women entrepreneurs. In the course's initial run, for example, students participated in an interactive session on body language. They learned from an executive communication coach how eye contact can affect interactions and how power posing can help them feel more in control when they pitch their ideas to investors.

One impactful workshop helped women overcome imposter syndrome, which occurs when a person feels inadequate regardless of past successes, says Herald. "The women turned to each other and exclaimed, 'You mean it's not just me?'" The point at which the women began to explore ways to address imposter syndrome, she adds, "was one of the best moments I've ever had as a professor."

Audrey Awason is a 2018 graduate whose nonprofit Noble Uprising provides career readiness training for homeless women. After sitting in entrepreneurship courses that were dominated by men, Awason most appreciated the way her Ladies First Founders classmates "instantly connected on so many things. It was just so safe to be able to share experiences and have others relate. I came in not knowing anyone and left with friends. I loved it."

Although Herald's students were interested in learning hard skills such as basic financial projections, they were intent on developing the soft skills that would enable them to overcome obstacles female founders face as they seek funding. They wanted to become strong leaders "in a society that doesn't like high-achieving women," says Herald.

The course is not intended to "fix the women," Herald emphasizes. "Instead, I want students to discuss ways that unconscious bias negatively affects women and how both men and women might be able to change their behaviors to make the system less biased."

Herald and her colleagues credit the Ladies First initiative for bringing more women to the school's entrepreneurship programs. For instance, women made up 40 percent of participants in the school's accelerator cohort last summer, and the Dingman Center has attracted more female investors to its angel network. Although Herald intends to keep the Ladies First Founders cohort small, so that students can form tighter bonds, she plans to add a mentorship component in future runs of the course.

▶ **To learn more about the Ladies First initiative, visit www.rhsmith.umd.edu/ centers-excellence/dingman-center-entrepreneurship/initiatives-programs/ ladies-first.**

tools of the trade

CERTIFICATION TIMES TWO

Learning Machine Technologies has made it possible for education providers to issue both Blockcerts and Open Badges. Open Badges, a documentation system developed by the Mozilla Foundation, is used to provide microcredentials; Blockcerts, a system developed with the Massachusetts Institute of Technology, is used to provide digital credentials such as transcripts and diplomas in tamper-evident formats. *Visit www.learningmachine.com.*

GAMIFICATION FOR TEAMS

Learning platform provider **Cypher Learning** has added Team Games to its learning management system, NEO. In addition to being able to create games and award badges for individual task completion, teachers now can track student team performance and the contributions of each team member. *Visit www.cypherlearning.com.*

ETHICS EXPANDED

The McCombs School of Business at the University of Texas at Austin has expanded its line of free, research-based videos called **Ethics Unwrapped**. The 29 new one-minute videos in the Scandals Unlimited series include case studies and ethical insights related to scandals that have occurred in professions as varied as business, sports, and medicine. The school also has added a new video on implicit bias. *Visit ethicsunwrapped.utexas.edu.*

TARGETED ADMISSIONS

A new tool is now available to admissions professionals who want to tailor their communications to prospective graduate students. HigherYield, developed by the **Educational Testing Service,** combines ETS's GRE Search Service and TOEFL (Test of English as a Foreign Language) Search Service with Enrollment Marketing Platform, a tool developed by consulting firm Liaison International. HigherYield allows admissions staff to select prospective applicants from a global database by criteria such as demographics, location, discipline, and test scores, in order to send more targeted, personalized communications and generate stronger response rates. *Visit www.higheryield.org.*

bookshelf
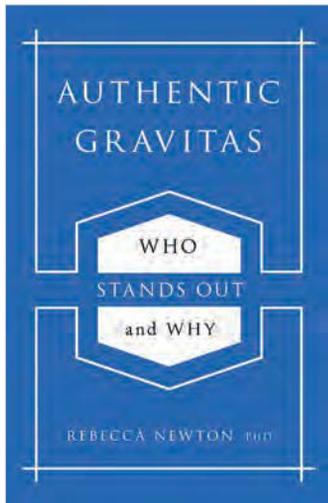
AUTHENTIC GRAVITAS

"We use the word gravitas as a label for people who are listened to, taken seriously, considered important regardless of their hierarchical position," writes Rebecca Newton, CEO of CoachAdviser and Visiting Fellow at the London School of Economics and Political Science. But how do people develop the attribute? First, says Newton, they must realize that gravitas is not a result of self-confidence, but a by-product of the courage that people muster as they work toward a worthy goal. Second, they must learn that gravitas is a competency that can be mastered, even if it feels unnatural at first. "Being authentic demands clarity and discipline to sometimes move away from old habits, try new things, and be true to your intention for impact," Newton writes. Furthermore, professionals with gravitas commit themselves to courage over confidence, connection over charisma, and curiosity over certainty. It's a take on leadership that can be embraced by anyone at any level in an organization. (TargerPerigree, US$26)

THE BIG NINE

Six American and three Chinese companies make up the Big Nine firms that NYU professor Amy Webb places at the center of the AI revolution in her eye-opening book. She answers questions like "Can machines think?" before taking readers, step by step, through the blindingly fast learning trajectory that machines have mastered. While Webb addresses the question of whether machines will take jobs from humans, she's more worried about a particular brand of world domination created by the subset of people who have programmed the machines to begin with. She describes the "tribes" of AI geniuses—almost all white, male, and educated at tech-based U.S. programs that don't prioritize ethics or humanities courses—and questions how the unconscious bias they've built into programs will affect how AI develops on its own in the future. She considers China's ferocious dedication to building AI capability that can control everything from infrastructure to payment systems to human rights and suggests that, because China is winning the AI race, it will soon export its philosophies all over the world. While she remains hopeful about the future of AI, she does raise some unnerving questions. (PublicAffairs, US$27)

THE RIGHT IT

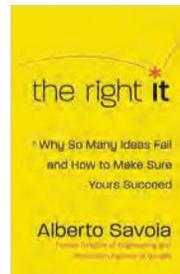Why do up to 90 percent of new ideas fail, even when they seem to be great products launched by skilled teams? Most often because they don't have the right "it"—that is, the core premise that turns out to be something consumers actually want. But how can entrepreneurs discover that an idea won't work before they embark on a costly rollout? Alberto Savoia, a former Google exec who now lectures at Stanford, advocates gathering hard data and relentlessly testing hypotheses. Those hypotheses should use numbers and follow an XYZ format: "At least 5 percent of people without air conditioning will buy a $20 air-cooling gizmo when the average temperature gets over 100 degrees." He favors a kind of testing he calls "pretotyping"—conducting experiments that measure consumer interest in an idea before a prototype is even built. For instance, IBM gauged interest in a talk-to-text machine by having people dictate into a machine that seemed to render their words into text, though the typing was done by a hidden human. More examples abound in this lively, practical book. (HarperOne, US$25.99)

HUMANE CAPITAL
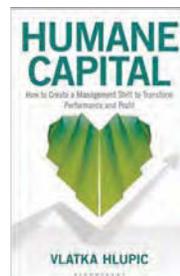
Managers at the most successful organizations seek "to optimize performance by encouraging the best out of people and their teams, rather than limiting the worst excesses through rules and regulations," writes Vlatka Hlupic of the University of Westminster. Research shows that these organizations not only have happier employees, but better financial returns—yet many leaders still cling to command-and-control management techniques that yield suboptimal results. "Generations of managers have grown up with the belief that there is always a trade-off, that being ruthless or dictatorial is the 'real' way to boost profits

and that treating employees well is a luxury," Hlupic notes. She combats these notions through research and interviews conducted with 58 leaders from corporations, SMEs, nonprofits, and public agencies. She also examines how the current work environment is being reshaped by volatile business conditions, a millennial workforce, and disruptive technology. Managers must humanize their organizations by "encouraging a fundamental shift from a system of orders-based management to a system of empowered workforces," she believes—or their companies may not survive. (Bloomsbury Business, US$35)

CREATIVE CONSTRUCTION
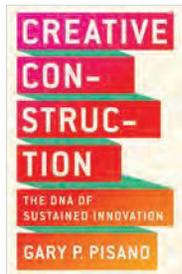
Common wisdom says that innovation is the province of small, nimble startups, because large, established companies are too rigid to transform. Harvard's Gary Pisano disagrees. It's true that big corporations suffer from inertia, risk aversion, and myopic leadership, he notes, but they also have formidable assets that aid innovation, such as vast financial resources, strong brands, deep pools of talent, and global distribution. "The challenge of innovating at scale is to leverage these real strengths while figuring out ways to circumvent or eliminate the potential weaknesses," he writes. Still, he makes no attempt to minimize the challenges, such as balancing the trade-offs between upgrading proven products and experimenting with uncertain new offerings. Innovation isn't easy—but that's the point. He says, "The capability to innovate is a potent source of competitive advantage precisely because it is such a difficult one to foster and sustain." When leaders can define a clear strategy, he believes, even the behemoths can innovate. (Public Affairs, US$30)

ENTREPRENEURIAL FINANCE

Handling the finances for a startup is nothing like overseeing the finances for a corporation, note Luisa Alemany of ESADE and Job Andreoli of Nyenrode Business University. "In corporate finance, we assume that projects or investments will have a positive net present value," they write. "In entrepreneurial finan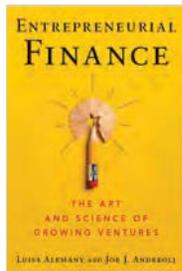ce, losses are part of the game." Furthermore, corporations attract investors who make choices based on rational considerations; startups draw investors willing to make huge gambles because they feel passionate about the possibilities of a new product. This is only one of the ideas presented in this comprehensive look at the emerging field of entrepreneurial finance. Alemany and Andreoli are joined by more than 20 other contributors who address the topic from an explicitly European point of view. In addition to exploring the alternative sources of financing available to startups, the book looks at how entrepreneurs source their deals and construct business plans, how they manage growth, and how they exit their ventures. It's filled with clear explanations, short case studies, and a wealth of knowledge about this growing field. (Cambridge University Press, US$48)

THE NATURE OF GOODS AND THE GOODS OF NATURE
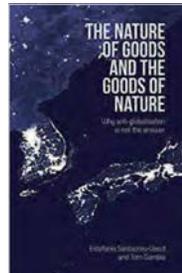
This slim, whimsical book by ESSEC professors Estefania Santacreu-Vasut and Tom Gamble is subtitled "Why anti-globalization is not the answer," and it's easy to see why the authors believe that. They have fashioned a fable about a chance encounter between an economics professor and a former student, who recall personal and classroom lessons that illuminate the many aspects of economics—as well as the ways that diverse human experiences are all interconnected. In one section, they explore how language, culture, and history affect trade. For instance, they discuss the fact that, even though technology has made distance less relevant, countries still are more likely to trade with nearby neighbors because centuries of previous trade have shaped current tastes. "When we isolate ourselves from others we increase the likelihood that we'll be isolated in the future and we'll stick to a predefined sense of identity," write Santacreu-Vasut and Gamble. "Cultural conservatives are one of the groups that lose the most." What can disrupt and update these ancient trading patterns? War—or more benignly, an influx of immigrants. Their book makes the topic of economics both accessible and human. (Imprint Academic, US$29.89)

HARVARD BUSINESS REVIEW LEADER'S HANDBOOK

In the mid-1990s, with the end of the Cold War, the World Bank looked like it might have outlived its usefulness. When Jim Wolfensohn took over, "he realized that he needed to reestablish a compelling vision that would support the continuation of the Bank and reenergize the staff," write consultants Ron Ashkenas and Brook Manville. Staff members and stakeholders all contributed to the ultimate new vision—*Our dream is a world free of poverty*—that has guided the institution ever since. The authors list "developing a unifying mission" as one of six timeless traits of leaders, which also include developing a strategy, getting great people on board, focusing on results, innovating the future, and leading yourself. They underpin their chapters with insights drawn from *Harvard Business Review* articles, as well as from their own research. The result is a tour through some of the best leadership advice of the past few decades. (Harvard Business Review Press, US$29.99) ▣

Students will have better access to higher education as schools join a new initiative of the Association of Public and Land-grant Universities.

Making College Better

THE APLU PUSHES TO ADVANCE STUDENT SUCCESS.

THE ASSOCIATION OF Public and Land-grant Universities (APLU), an organization with membership in the United States, Canada, and Mexico, has launched a massive effort to increase college access, close the achievement gap, and award hundreds of thousands more degrees by 2025. Through the initiative, called Powered by Publics: Scaling Student Success, participating universities will work within clusters of four to 12 institutions to implement innovative practices that advance student success. Schools also pledge to share aggregate data with the goal of spurring lasting change across the higher education sector.

"We've witnessed growing enthusiasm among public university leaders to advance college completion," says APLU president Peter McPherson. "We have to seize the moment and mobilize institutions."

Collectively, the 130 participating U.S. institutions enroll 3 million students, including 1 million who receive Pell Grants. They are diverse in their enrollment, demographics, regional workforce needs, and selectivity. This diversity is intended to spark adaptable reforms that can be adopted by a variety of institutions, including those with limit-

ed resources. Each cluster of universities will focus on a specific area, such as data integration, financial aid, student literacy, and the role of student advising.

The effort will be overseen by APLU's Center for Public University Transformation, which will regularly disseminate lessons learned from participating institutions.

▶ **Find links to a list of participating schools and frequently asked questions at www.aplu.org/news-and-media/News/ public-research-universities-unveil-unprecedented-national-effort-to-increase-college-access-equity-postsecondary-attainment.**

TEMPLE U WILL PAY $5.5M OVER FALSE RANKINGS DATA

In a legal brief dated December 21, 2018, Temple University in Philadelphia, Pennsylvania, agrees to pay out nearly US$5.5 million in settlements related to two class action lawsuits. The settlements apply to anyone who enrolled between January 1, 2015, and December 7, 2018, in one of seven online programs offered by the university's Fox School of Business and Management.

The lawsuits arose after an independent review revealed that the school had misrepresented data it submitted for consideration in business school rankings. Specifically, the school overstated applicants' Graduate Management Admission Test scores and undergraduate applicants' average grade point averages. It also introduced errors related to admission offers and student debt.

In response, *U.S. News & World Report* has dropped the school from its ranking of online programs, where the school had held the No. 1 position.

The lawsuits were filed on behalf of two separate groups. The first comprises students formerly enrolled in the school's Online MBA program. These individuals will receive part of $4 million. The agreement also requires the university to institute more rigorous oversight of its submission of rankings data, including the creation of an anonymous hotline where individuals can report wrongdoing. In addition, the school must issue a formal apology to the student body, create a $5,000 scholarship in business ethics, create a dean's student advisory council and an ethics and data integrity committee, and provide former students with career counseling and free access to the program's recorded materials.

The second group comprises students who had enrolled in any of six other programs, including the Global EMBA, part-time MBA, online BBA, executive MBA, and online master of science programs in human resource management and digital innovation in marketing. These individuals will receive part of $1.475 million, as well as the nonmonetary relief listed above.

Moshe Porat, dean of the Fox School during the reporting period in question, has denied knowledge of the misrepresentations. Porat and at least one other employee were let go soon after these findings came to light, according to *The Philadelphia Inquirer*. Last July, Ronald C. Anderson, professor and finance department chair, was appointed interim dean.

"Temple must do all it can to ensure that there is no recurrence of this problem in the future; we are committed to doing so," write Richard Englert, the university's president, and JoAnne Epps, its provost, in a July 25, 2018, commentary published by the *Inquirer*. "The public must be able to trust what we say and do. … For this reason, we will continue to insist on complete transparency and cooperation with any other agency or organization that undertakes its own review of these issues."

▶ **The settlement agreement is posted at www.documentcloud.org/ documents/5677397-Temple-Settlement.html.**

Winning with Impact

Emerald Publishing has announced the winners of its inaugural Real Impact Awards, which celebrate scholars who have made a commitment to creating impact with their research. The awards also recognize their efforts to conduct interdisciplinary research and to bridge the gap between research and practice.

Jan Godsell, professor of operations and supply chain strategy at the University of Warwick in the U.K., won in the individual category for the ways she puts stakeholders at the heart of her scholarship and builds impact through storytelling, poems, physical artwork, and the media.

The **University of Reading** in the U.K. and its five-member Impact Team won in the institutional category for creating a university culture that puts impact at the center of research.

In the team category, the prize went to **Miroslaw Staron** of the University of Gothenburg in Sweden, **Mirosław Ochodek** of the Poznań University of Technology in Poland, and **Wilhelm Meding** and **Martin Sjödin** of telecommunications company Ericsson in Sweden. They have worked together since 2006 to establish measurement programs in large software development companies. They have co-authored more than 40 papers.

The award for outstanding contribution went to **Research Impact Canada**, a network dedicated to supporting impact practitioners and building institutional capacity for knowledge mobilization.

These winners, as well as nine other commended entries, will have their research written up as case studies and showcased in a book.

▶ **To learn more, visit www.emerald-publishing.com/real-impact-awards.**

San Francisco, California

New and Nontraditional

WHILE NONTRADITIONAL EDUCATION providers represent intense competition for conventional business schools, they also model what education might look like in the future. Here, we take a look at two new schools, both headquartered in San Francisco, that offer wholly different approaches to management education.

A school for investors: Venture University, which opened in 2018, is a trade school for angel investors, fund managers, entrepreneurs, and others who want to break into venture capital. The school is designed as an investor accelerator and includes a venture capital/private equity investment apprenticeship.

The first cohort researched more than 800 companies in fields such as artificial intelligence, robotics, and consumer products, and chose four in which to invest. Teams presented their findings at "Reverse Demo Days" in Silicon Valley and San Francisco, where they had a chance to meet with venture capitalists and private equity investors.

Venture University's first cohort of 17 individuals was selected from more than 3,200 applicants. The class was about one-quarter female and included individuals from Afghanistan, Austria, the Caribbean, China, India, Iran, Nigeria, and the United States.

"At Venture University we believe venture capital not only has the power to innovate industries and generate significant returns, but can also innovate itself for the benefit of entrepreneurs and investors," says J. Skyler Fernandes, co-founder and general partner at the school.

A school for working adults: Foundry College, an online two-year school designed to educate working adults to fill "middle skills" jobs, officially launched in January 2019. It was founded by Stephen M. Kosslyn, former dean of social science at Harvard University in Boston, Massachusetts, and former chief academic officer at the Minerva Schools at Keck Graduate Institute.

Kosslyn explains that the college is designed for those who want to gain critical thinking, problem solving, and communication skills that will help them obtain better jobs or advance in their current positions. He adds, "There are 46 million adults in the U.S. with some college and no degree, many of whom are particularly susceptible to labor automation."

The college will work closely with industry, in part by partnering with employers to co-design industry-specific tracks. Each class will be designed to provide students with certified competencies. Students will receive no grades—they will advance only as they show mastery of the material. Foundry College plans to apply for accreditation and to award graduates associate degrees in business management.

Admission is open to all candidates who complete the application process—regardless of test scores, previous grades, or academic credentials—but only a limited number of spots are available for the first class. Tuition for the entire program will be waived for all students accepted into the first class.

New B-School Planned

The **University of California, Merced**, has embarked on a multiyear planning initiative to create a new interdisciplinary school of management. The stand-alone school will be called the Ernest & Julio Gallo School of Management after the global wine business that, like the university, is located in California's San Joaquin Valley. It will become UC Merced's first named school.

The school will have a mission that "relates broadly to management, decision making, information, communication, and sustainability, and embraces the complexities of real interactions between people, institutions, technologies, and the natural world," according to Paul Maglio, the director of the Ernest & Julio Gallo School of Management Planning Initiative.

TRANSITIONS

Glenn Hubbard will step down as dean of Columbia Business School in New York City at the end of the 2018–2019 school year. Hubbard joined Columbia in 1988 and was appointed dean in July 2004. During his tenure, Hubbard led initiatives to revamp the school's core curriculum, guided the expansion of the school's EMBA program, launched four new master's degrees, and supported curricular innovations such as Immersion Seminars and Master Classes. He has raised more than US$1 billion for the school. On June 30, he will rejoin the faculty as the Russell L. Carson Professor of Finance and Economics and as professor of economics in the Faculty of Arts and Sciences.

Anne Balazs is the new dean of the College of Business and Innovation at the University of Toledo in Ohio, the first woman to hold that position. She most recently was interim dean at the College of Business at Eastern Michigan University in Ypsilanti, where she had previously held positions ranging from head of the department of marketing to interim assistant vice president and director of graduate studies.

This July, **Stephen Spinelli Jr.** will succeed **Kerry Healey** as president of Babson College in Wellesley, Massachusetts. Spinelli spent 14 years as a professor and administrator at Babson. During that time, he served as the Alan Lewis Chair in Global Management, chair of the entrepreneurship division, director of The Arthur M. Blank Center for Entrepreneurship, and vice provost for entrepreneurship and global management. In 2011, Spinelli was inducted into Babson's Alumni Entrepreneur Hall of Fame.

Frank Hodge will be the next Orin and Janet Smith dean of the University of Washington's Foster School of Business in Seattle. A longtime professor at the school, Hodge has chaired the department of accounting since 2013; in 2014, he received the PACCAR Award for Excellence in Teaching. Hodge replaces **James Jiambalvo,** who has served since 2005 and will return to the faculty.

Image captions: Anne Balazs, Stephen Spinelli Jr., Frank Hodge, Astrid Sheil, Joan T.A. Gabel

On July 1, **Astrid Sheil** will join Shenandoah University in Winchester, Virginia, as the new dean of the Harry F. Byrd Jr. School of Business. She will be the first woman to serve in the role. Sheil is currently the Dean's Fellow for Program Outreach and Promotion and a tenured professor of communication and business at California State University San Bernardino.

Michael Johnson-Cramer has been named the new Dean of Business and the McCallum Graduate School at Bentley University in Waltham, Massachusetts. Johnson-Cramer formerly served as the founding director and interim dean of the Freeman College of Management at Bucknell University in Lewisburg, Pennsylvania. He officially will succeed Donna Maria Blancero, the current interim Dean of Business, on July 1.

Dan LeClair has been appointed CEO of the Global Business School Network (GBSN), an organization dedicated to improving access to high-quality, locally relevant management education for the developing world. As CEO, LeClair will lead the development of innovation programs to spark inclusive and sustainable economic growth in emerging nations. LeClair joins GBSN following 19 years at AACSB International, where he held various leadership positions.

Joan T.A. Gabel has been named the 17th president of the University of Minnesota in Minneapolis. Gabel, who served as dean of the University of Missouri's Trulaske College of Business in Columbia for five years, most recently was executive vice president for academic affairs and provost at the University of South Carolina in Columbia.

Cynthia Sherman has been named head of the Entrepreneurship & Small Business Institute, part of the Martin V. Smith School of Business & Economics at California State University Channel Islands.

Tax and auditing firm KPMG has named **Tawei David Wang** its 2018 KPMG James Marwick Professor-in-Residence. Wang is an assistant professor at Driehaus College of Business at DePaul University in Chicago, Illinois, and the third professor to hold the title. The KPMG James Marwick Professor-in-Residence program gives faculty direct experience with the evolving technical, regulatory, and innovation challenges affecting the audit profession. Wang teaches audit analytics and data mining at DePaul.

NEW PROGRAMS

This September, **IESE Business School** will launch a new one-year master in management (MiM) program aimed at recent graduates and young professionals with little or no work experience. The MiM will be held at IESE's campus in Madrid, Spain, where new facilities should be complete by 2020. The school has set aside €500,000 (approximately US$563,000) in scholarship funding for MiM students.

This March, the **Frankfurt School of Finance & Management** in Germany is launching an interactive e-learning course that will result in a certificate in sustainable finance. Participants will explore the major drivers and constraints of transforming the financial system into a more sustainable one. E-learning course units are complemented by optional classroom training days at the Frankfurt School. Course development was supported by EIT Climate-KIC, which is dedicated to accelerating society's transition to a zero-carbon economy.

Michigan Technological University in Houghton has launched an online graduate program in applied

statistics designed to prepare students for jobs such as data scientist, statistician, and market research manager. The MS in applied statistics has been created in collaboration with Keypath Education LLC.

COLLABORATIONS

Cornell University's SC Johnson College of Business in Ithaca, New York, will be the first U.S. business school to join CEMS—The Global Alliance in Management Education headquartered in Jouy-en-Josas, France. Beginning in August 2020, Cornell students who enroll in the master of professional studies in applied economics and management at the Dyson School of Applied Economics and Management can pursue a designation in International Management from CEMS. CEMS confers a master's in international management certificate upon completion of a one-year program delivered by a global alliance of 32 academic members, 69 corporate members, and seven social members.

In other news from **Cornell University**, the school has partnered with r4 Technologies, a cross-enterprise management firm, on an initiative designed to prepare students for the "post-artificial intelligence world." The Cornell-r4 Applied AI Initiative will bring together scholars and practitioners to apply AI, data science, advanced mathematics, and technology to develop AI solutions to large-scale industrial and societal challenges.

Warwick Business School in the U.K. is partnering with the Bank of England to design an online postgraduate program called the MSc in global central banking and financial regulation. The program will cover topics such as comparative central banking, monetary policy, big data, and behavioral finance. Participants can use PCs, tablets, or smartphones to join a virtual classroom to listen to lectures, take part in group work and seminars, and access interactive learning resources.

ESSEC Business School in Cergy, France, will partner with digital learning company Pearson to deliver seven new online executive programs for managers. When students complete all seven executive certificates, they will earn an executive master's in digital transformation. The first program, Big Data and Artificial Intelligence for Business, will launch in spring 2019.

KPMG in Canada has teamed with **Simon Fraser University's** Beedie School of Business in Burnaby, British Columbia, to develop and deliver Digital University, a data analytics program that will help prepare KPMG auditors for machine learning, artificial intelligence, and technological transformation in the field. Participants in the Digital University earn certificates in accounting with digital analytics; they can go on to earn MSc degrees in accounting with cognitive analytics. The Digital University is open to qualified CPAs within KPMG's Audit practice with three to six years of experience. SFU Beedie was selected to deliver the Digital University through a competitive process, during which the school demonstrated its ability to deliver the program through an advanced online interface alongside in-person teaching sessions.

The **University of Miami Business School** in Florida has joined OneMBA, a consortium of five business schools that jointly deliver a global executive MBA program. As the consortium's new U.S.-based partner, UMBS will accept its first OneMBA cohort in September 2019. UMBS succeeds the University of North Carolina Kenan-Flagler Business School, one of the consortium's founding members. UMBS joins OneMBA's four other partner schools: EGADE Business School Tecnológico de Monterrey in Mexico, São Paulo School of Business Administration—Fundação Getulio Vargas in Brazil, the Rotterdam School of Management at Erasmus University in the Netherlands, and the School of Management at Xiamen University in China.

The online professional network **LinkedIn** has announced the inaugural partners of its LinkedIn

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Collaborating in Course Design

The **Karlstad Business School** in Sweden is taking steps to make sure its new engineering and management master's program will meet the needs of corporations and other employers. The new program will be closely linked to CTF, the Service Research Center at the university, which specializes in research on value creation through service. The program is also receiving support from the Swedish Knowledge Foundation, which funds research and competence development at Sweden's universities to strengthen the country's competitiveness.

CTF research will act as a cornerstone for the new program, say school officials. Faculty who are developing the program are all affiliated with CTF and will draw from previous and ongoing research projects, as well as their own expertise, to develop the curriculum. In the process, "we build links to other activities going on in CTF," says Antti Sihvonen, project leader and lecturer in business administration at Karlstad Business School. "This project is not an island on its own, but part of a larger whole."

The new program will be designed for engineers who are managing innovation and service development. It will cover topics such as entrepreneurship, sales management, and the digitalization of business. To make sure the new courses match the needs of employers, the program developers are working with companies such as Tetra Pak, a global provider of package solutions; Voestalpine, a technology and capital goods group; CGI, an IT and business consultancy; and Löfbergs, a coffee roasting company. The industry partners have contributed to the design of both individual courses and the overall program.

Ongoing dialogue is the key to success when it comes to building connections between researchers and practitioners, says Sihvonen. "A balance must be achieved between practical needs, which the companies can pinpoint; program planning, which allows different parts of the program to work together as a coherent whole; and the incorporation of research into the coursework, which helps students understand different issues." The new program will debut in 2020.

Learning Content Partner Program. Through this program, participating partners will provide third-party professional development and educational content through its platform. Among the inaugural partners is **Harvard Business Publishing**—customers of both LinkedIn and Harvard Business Publishing now can access leadership development content, such as Harvard ManageMentor and LeadingEdge, directly from the LinkedIn Learning platform. Other inaugural partners include getAbstract, which provides quick-read summaries of nonfiction books; BigThink, which produces short videos on a range of topics; Treehouse, which offers courses on coding and product design; and CreativeLive, which develops educational content for people in creative fields.

CENTERS AND FACILITIES

EMLyon Business School in France has launched the Artificial Intelligence in Management (AIM) Institute, which will be directed by Renaud Champion. The institute will conduct research through two centers. The AIM Research Center for Work and Organization, directed by Ruthanne Huising, will examine the implications of AI for work, labor markets, and organizational design and governance. The AIM Research Center on Artificial Intelligence in Value Creation, directed by Margherita Pagani, will examine how AI affects value creation and fosters new business models.

In November, the Martha and Spencer Love School of Business at **Elon University** in North Carolina officially dedicated its new facility, Richard W. Sankey Hall. Jim and Beth Sankey provided the lead gift to fund construction of the three-story, 30,000-square-foot building, which is named after Jim Sankey's late father, a business leader in Canton, Ohio. In addition to offering new classroom, office, breakout, and collaboration spaces, Sankey Hall is home to the school's Doherty Center for Creativity, Innovation and Entrepreneurship, the Chandler Family Professional Sales Center, a design thinking center, and a financial education center.

HEC Paris in France has opened its first office for West and Central Africa in Abidjan, Ivory Coast. The school plans to use the office to train hundreds of financial managers and business strategists each year. It will deliver two executive certificates through the office—one in the management of

strategic units and one in finance—as well as several short programs on managerial themes that meet the needs of African leaders.

GIFTS AND DONATIONS

The **University of North Carolina Wilmington** has received a US$10 million gift commitment from alumnus David Congdon and his wife, Helen, the largest in the university's history. The gift will establish the David S. Congdon School of Supply Chain, Business Analytics and Information Systems, which will be supported within the Cameron School of Business. An existing campus building will be rededicated as Congdon Hall.

The Eli Broad College of Business at **Michigan State University** in East Lansing has received a US$1 million gift from alum Manoj Saxena, executive chair of CognitiveScale, an augmented intelligence software platform. The gift will establish the Omura-Saxena Endowed Professorship to permanently support a faculty position in responsible artificial intelligence. The professorship honors marketing professor Glenn Omura, whose work explores market creation driven by emerging technologies.

HONORS AND AWARDS

Last fall, **Anita McGahan** received the inaugural Education Impact Award from the Strategic Management Society at its annual conference in Paris. The new award will be given annually to an individual who has made an exemplary contribution in the teaching of strategic management. McGahan is a professor of strategic management at the University of Toronto's Rotman School of Management in Ontario, Canada. She is also the George E. Connell Chair in Organizations and Society.

The **American University of Beirut** is the most recent winner of the WRDS-SSRN Innovation Award for the Europe, Middle East, and Africa region. The award, presented by research platforms Wharton Research Data Services and the Social Science Research Network, recognizes emerging business schools that are increasing the impact of their faculty's research.

OTHER NEWS

King Abdullah University of Science and Technology (KAUST) in Thuwal, Saudi Arabia, has

partnered with Learning Machine Technologies to begin issuing Blockcerts, blockchain-anchored credentials. Digital diplomas were issued to all KAUST students graduating in December 2018. Recipients receive, store, and share their digital diplomas via their Blockcerts Wallet, a free mobile app; they may share their Blockcerts with any employer, government, or educational institution in the world for immediate verification.

The **University of Bahrain** in Zallaq also will be partnering with Learning Machine to issue digital diplomas anchored to blockchain using the Blockcerts open standards. The school plans to start using Blockcerts with postgraduate programs and eventually expand to undergraduate programs.

Wharton Online, the digital learning platform of the Wharton School of the **University of Pennsylvania** in Philadelphia, has earned Accredited Provider status from the International Association for Continuing Education and Training (IACET). This accreditation allows Wharton to offer certified Continuing Education Units (CEUs) to adult learners. As of December 1, 2018, all Wharton Online learners who complete courses can receive digital badges through Credly; they will be able to share badges through résumés, personal websites, and social media.

In January, **Harvard Business School** in Boston, Massachusetts, announced that it would rename its online education initiative formerly called HBX. The school has changed the name of the initiative to Harvard Business School Online. According to Patrick Mullane, executive director of the program, the objective of the change is to reach more students and to more clearly link the online program to the business school's brand.

CORRECTION

In the January/February issue, the article "Management Manifesto" identifies Derek Abell with the incorrect title. He is the founding president of the European School of Management and Technology in Berlin and a former dean of IMEDE, predecessor to IMD in Lausanne, Switzerland. The article also mistakenly places Prague in Czechoslovakia rather than in the Czech Republic, which was formed when Czechoslovakia dissolved in 1993. 🔲

at a glance

US$255 billion

The value of the global e-learning market—of which higher education captures only $17 billion, or less than 7 percent.

ACCEPTING CONSEQUENCES

"The fundamental role of a leader is to ask difficult questions that others tend to evade—questions whose answers present difficult consequences," write Gustavo Roosen and Rosa Amelia González of Instituto de Estudios Superiores de Administración. "Are traditionally useful managerial practices still valid? What responsibility, if any, do business leaders have for what has happened in Venezuela? Can we induce positive change through our example?"

25.2%

The percentage of business school deans that are women, according to AACSB International's 2017–18 Salary Survey. "Recent figures show just how much further we have to go to truly achieve diversity in higher education," writes Susan Bartel of Maryville University.

▶ READ "LEADERSHIP BARRIERS FOR WOMEN IN HIGHER EDUCATION" IN THE YOUR TURN SECTION OF BIZED.AACSB.EDU.

THOUGHT EXPERIMENT

"The professors who are most valued and remembered are those who guide students in *how* to think," argues Noah Barsky of Villanova University, "not those who dogmatically impose on them *what* to think."

39%

The percentage of Inuit-owned businesses that have websites or homepages. Franklin Pierce University's Jason Little discovered this and other statistics about businesses in the arctic north as he conducted research about and mentored entrepreneurs in Canada's Nunavut Territory.

▶ READ "EXTREME LOCAL IMPACT" IN THE TEACHING+LEARNING SECTION OF BIZED.AACSB.EDU.

TRADE SECRETS

While business schools might teach portfolio management, they rarely cover how trading can impact investments, say Robert Schwartz of Baruch College and Deniz Ozenbas of Montclair State. They write, "Few business students today graduate with an understanding of how poor trading can seriously erode good investment decisions."

▶ READ "TRADING GOES TO COLLEGE" IN THE YOUR TURN SECTION OF BIZED. AACSB.EDU.

ONLINE DILEMMA

If administrators outsource program design and delivery to online program managers, they will enjoy lower startup costs, faster response times, and enhanced global marketing, writes Owen Hall of Pepperdine University. If they develop programs internally, they will have more control over their product without having to share revenue. He notes, "The core question facing the business school leadership in implementing an online delivery strategy is a variation of the classic make-or-buy decision, in this case make or partner."

▶ READ "THE FUTURE OF ONLINE BUSINESS EDUCATION" IN THE YOUR TURN SECTION OF BIZED.AACSB.EDU.

ETHICS IN THE BALANCE

How can business schools help develop ethical leaders? Kosheek Sewchurran of the University of Cape Town recommends teaching mindfulness techniques, which help practitioners balance their emotions, develop resilience, and exhibit authenticity. Authentic people "don't resort to misleading or manipulating those around them for self-glorification," says Sewchurran. "And they don't defraud the public."

▶ READ "MINDFULNESS AND ETHICS IN THE MBA CLASSROOM" IN THE YOUR TURN SECTION OF BIZED.AACSB.EDU.

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