

BizEd

JULY/AUGUST 2010

Helene Gayle

On Turning Poverty
Into Empowerment

Faculty Research:
Can Its Impact
Be Measured?

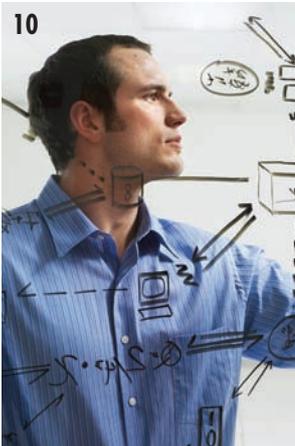
Teaching Extreme
Leadership



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JULY/AUGUST 2010

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From the Editors

■ Lasting Impressions

“I am confident that the simple fact that so many more people are searching for answers will lead to better and more complete solutions.” — C.K. Prahalad

The management education universe lost one of its stars as we were preparing this issue. When C.K. Prahalad died at age 68 in April, business leaders and academics honored his legacy and substantial contributions to the field. These contributions were lasting and wide-ranging, from his body of scholarly work to his attention to the world’s poorest populations.

He wrote the statement at the top of the page in his updated introduction to the fifth-anniversary edition of his book *The Fortune at the Bottom of the Pyramid*. In *Fortune*, he promotes the idea of “creative capitalism,” in which businesses target the world’s emerging markets. Some call this “conscious” or “connected” capitalism. But whether one calls such strategies creative, conscious, or connected, Prahalad believed they would inspire a number of solutions, innovations, and “non-traditional opportunities” that would push business in new and exciting directions.

There’s no doubt that Prahalad made an impact on the way business leaders think and the way business schools teach—and impact is the central topic of this issue. We include an interview with CARE USA’s CEO Helene Gayle, who hopes her organization will have impact by helping fulfill Prahalad’s vision—to end

global poverty via sustainable, community-based, business-driven solutions. In “Making an Impact” and “Rigorous, Relevant, Rewarded,” we look at business schools that want to ensure that their faculty’s research reaches and influences the right audiences. Finally, in “Brand & Deliver,” we share the story of the University of Notre Dame’s Mendoza College of Business, which created a campaign to inspire its entire community to research, teach, and reach out to the world in ways that directly reflect its mission and principles.

Prahalad leaves the global community of corporations, nonprofits, governments, and business schools with big tasks to accomplish: to innovate, plan, and, most important, solve. But in *Fortune*, he writes that he is “excited and energized” by the changes that already have occurred, that he finds it “inspirational” to see the changes and creativity that are emerging from today’s NGOs, multinationals, and developing economies.

It’s also inspiring to see the new ideas and research emerging from business schools every day. Prahalad has left his mark on the world. What mark will your school make? What will be its legacy? Are you excited to find out? **Z**



RAQUITA HENDERSON

Lucia Bisson



Letters

Retaking the Test

ETS would like to provide some clarifications to information provided in the “Testing, 1... 2...” article that appeared in the March/April issue of *BizEd*. According to the article, the company’s standardized tests “offer limited benchmarking and customization options.” In fact, ETS does offer institutions a chance to add up to 50 of their own questions to its Major Field Test (MFT); it also gives schools the opportunity to compare their programs with reference groups of their choosing

from more than 600 institutions and 132,000 examinees.

The article also suggested that the MFT is normed every semester. In fact, it is only re-normed every three or four years to reflect changes in content. The MFT scores are statistically equated across different versions of the test to ensure that an institution can meaningfully compare results from any two points in time. The MFT reports norm-referenced scaled scores that are comparable over time, in addition to the percentile rankings over the population.

Finally, the article said that the

“MFT doesn’t identify individual areas of weakness.” An MFT test is not long enough to report statistically reliable subdiscipline results at the individual level. However, the MFT does report subdiscipline results at the group level, and an institution can use these outcomes assessments to make improvements in the curriculum.

Kathi Perlove
MFT Product Manager
Educational Testing Service
Princeton, New Jersey



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Headlines

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Business Schools and Innovation

AACSB International has released *Business Schools on an Innovation Mission*, a special report examining the role business schools play in supporting innovation in society. The report, which was compiled by the Task Force on Business Schools and Innovation, makes a persuasive case that business schools are important catalysts for innovation—and they can do even more if they mobilize their strengths.

“This report clearly positions management and leadership, along with science and technology, as vital components to the innovation value chain,” says John J. Fernandes, AACSB’s president and chief executive officer. “Business school graduates play a critical, and in some cases, defining role by making strategic investments, building organizational capacity to innovate, reinventing management processes, and more.

Thus, business schools can, and should make a concerted effort to incorporate innovation as a critical element of their strategy.”

The global recession has caused policy makers to pay increased attention to innovation, points out Robert S. Sullivan, dean of the Rady School of Management at the University of California, San Diego, and chair of the Task Force. “The report highlights the significant role that leadership and managerial talent plays in the success of innovation strategies, and why they must be developed in a way that complements science and technology policy initiatives.”

The report encourages schools to integrate innovation into their educational and research objectives, work closely with other departments within the university, and get involved in public policy discussions related to innovation. More information can be found at www.aacsb.edu/resources/innovation.

An Oath for Business

A group of management organizations have formed an alliance to support The Oath Project, which promotes the idea of a professional oath of honor for managers worldwide.

The Oath Project was first announced in conjunction with the launch of the Global Business Oath, an initiative of the World Economic Forum’s Young Global Leaders. It was established by Ángel Cabrera, president of the Thunderbird School of Global Management, and Harvard Business School professors Rakesh Khurana, Rob Kaplan, and Nitin Nohria, Harvard’s new dean. Other members of the alliance include the United Nations Global Compact, the Principles for Responsible Management Education (PRME), the MBA Oath, the Aspen Institute, and the Association of Professionals in Business Management.

The goal of The Oath Project is to serve as a “hub” that supports the many people and organizations working to advance the concept of an oath for business managers. Project leaders agree that, for the concept to succeed, all the organizations need to find consensus on this issue.

“The idea of a ‘Hippocratic oath’ for business managers is certainly not new,” says Rich Leimsider, director of the Center for Business Education at the Aspen Institute. “But it is an idea whose time has come. We are working together to build a robust professional culture that can transform the practice and aspirations of management worldwide.”



GLOW IMAGES/PHOTOLIBRARY



Defining a Specialty Skill

After surveying attorneys, forensic CPAs, and academics about the qualities essential for a forensic accountant, the American Institute of Certified Public Accountants has published a report called *Characteristics and Skills of the Forensic Accountant*. The report notes that, in the wake of the economic crisis, forensic accounting has grown in popularity and importance; it is a service now offered by 20,000 to 30,000 CPAs.

All three groups surveyed consider analytical ability an essential *characteristic* of a forensic accountant; it was ranked high by 78 percent of attorneys, 86 percent of CPAs, and 90 percent of academics. But the groups rank core *skills* differently. Attorneys place oral communications at the top of the list; CPAs identify critical and strategic thinking as the most important skill to possess, followed by written communications and oral communications. Academics rank the top three skills as critical thinking, auditing skills, and investigative ability.

The AICPA launched the survey to make sure it is meeting the marketplace's wants and needs, says Michael Ueltzen, a forensic CPA who chairs the

AICPA Certified in Financial Forensics Committee. One key objective for the report is to guide academics on what a forensic accounting curriculum needs to encompass, with the goal of drawing younger people into the field. The report is available for free download at fvs.aicpa.org.

The Job Search And Today's Economy

As a result of the economic downturn, university students rate job security at a potential employer as their top priority, according to a survey conducted by the tax and audit firm KPMG. The survey found that more than 75 percent of those polled currently consider job security more important than pay or benefits when searching for a job. Respondents comprised more than 350 university students involved in the global nonprofit group Students in Free Enterprise (SIFE); the survey was conducted at the SIFE World Cup held in Berlin.

The survey also showed that more than 50 percent of respondents would be interested in working internationally immediately after graduation.



The global economic downturn is affecting students' views on career path options, the survey indicates. Some 69 percent say they are now more likely to study for a post-graduate degree than look for a job immediately after graduation, and 67 percent say they are more likely to work for a public or nonprofit organization than a corporation.

When asked what factors they will weigh when choosing future employers, students rated their top three as the chance to learn new skills, the opportunity to be involved in challenging work, and the chance to work with talented coworkers.

Student Groups Form Peer Summit

Last spring, the outgoing and incoming student government presidents of seven major business schools assembled to discuss collaboration among schools. Among the participants were representatives from the Wharton School of the University of Pennsylvania in Philadelphia, where the meeting was held; the University of Chicago Booth School of Business in Illinois; Columbia Business School in New York City; Kellogg Graduate School of Management at Northwestern University in Evanston, Illinois; Harvard Business School in Cambridge, Massachusetts; MIT Sloan School of Management, also in Cambridge; and Stanford Graduate School of Business in California.

The student groups formed the "MBA Peer School Forum" after a gathering of business school student presidents hosted by Kellogg last spring. The Forum will coordinate student-led initiatives designed

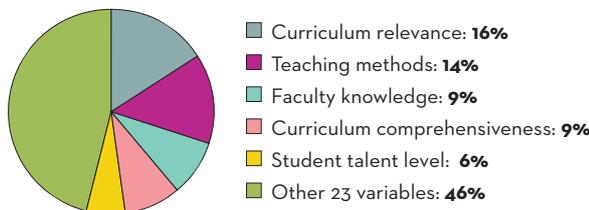
THE GMAT® REPORT

Measures of Academic Quality

The Graduate Management Admission Council offers a wealth of data showing that faculty and curriculum are valued.

Graduating Students

Out of 28 variables, the top drivers of b-school value and their relative importance to members of the class of 2010:



Source: Relative scores on Pratt Index; data are from more than 5,000 graduating b-school students in the GMAC® 2010 Global Management Education Graduate Survey.

Prospective Applicants

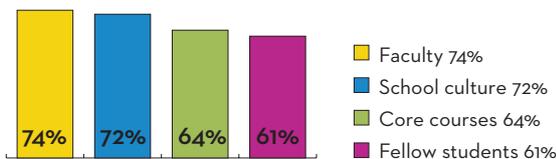
Faculty quality is the most important specific criterion for those considering business schools. Top criteria rated by age group:

Ages 24-30	31 and over
Faculty quality	Faculty quality
Accreditation	Accreditation
Job placement reputation	Local reputation
Local reputation	Program type offered

Source: Data are from more than 22,000 prospective students in the GMAC® 2010 mba.com Registrants Survey.

B-school Alumni

Aspects considered important in recommending their business school to others, by percentage of alumni:



Source: 2009 Alumni Perspectives Survey of the Classes of '00 to '09 with more than 3,400 respondents worldwide.

GMAC has more than 50 years' worth of graduate management education data and welcomes school participation in research. Visit gmac.com/gmatreport for details.

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PAUL BRADBURY/PHOTOLIBRARY

to bring a positive impact to business and society. The student representatives plan to meet at least once each year to discuss issues such as business ethics, diversity, social impact, and alumni responsibilities.

Job Security For Project Managers

While many workers are losing their jobs or experiencing pay cuts, project managers are surviving the down economy with positions and pay-checks intact. So says a new salary survey released by the Project Management Institute (PMI), which suggests that project managers are earning more than they were two years ago. Of the nearly 35,000 project manager practitioners who responded to the survey, 51 percent reported an increase in their total compensation, with the global median salary reaching \$90,260 in U.S. dollars.

“These numbers indicate that organizations are starting to get back on track and return to their pre-recession plans,” said Gregory Balestrero, CEO of PMI.

■ Changing the World

Students and professors at two business schools are relying on their business skills and knowledge—and their passion for social change—to alleviate problems associated with poverty in very different parts of the world.

■ Two faculty members and five students in the Whitman School of Management at Syracuse University in New York traveled to Djibouti on the Horn of Africa during their spring break. The trip was part of Empowerment Through Entrepreneurship, a new initiative aimed at promoting business innovation in a country with few resources and high levels of unemployment, poverty, and malnutrition. The project was developed by the Syracuse University Students in Free Enterprise (SU-SIFE) team in collaboration with Amanda Nicholson, assistant professor of retail management, and Neil Tarallo, assistant professor of entrepreneurship and emerging enterprises.

Through the Empowerment Through Entrepreneurship pro-

gram, the Whitman team trains military and administrative personnel stationed at Djibouti's Camp Lemonnier, which supplies U.S. operations in the Middle East. In the weeks before departing for Djibouti, the SU-SIFE group delivered classes online to personnel in Africa; once on-site, they delivered hands-on training that prepared military personnel to help local entrepreneurs begin new enterprises. The project is a joint collaboration between SU-SIFE, PAE Group (a Lockheed Martin Company), and the U.S. military.

■ Cross-disciplinary student teams from Vanderbilt University in Nashville, Tennessee, spent ten days this spring in Guatemala, working on projects to alleviate extreme poverty. The 23 graduate students represented not just the Owen Graduate School of Management, but the disciplines of law, divinity, education, and economics. The students were in Guatemala as part of Project Pyramid, an initiative aimed at helping people at the bottom of the socioeconomic pyramid. The project has been funded for five years by philanthropist Cal Turner.

Student groups worked with a microfinance institution, a health clinic, and organizations producing nutritional supplement bars.

"Guatemala is a country the size of Tennessee, with extreme poverty and other entrenched problems," says Ted Fischer, director of the school's Center for Latin American Studies. Vanderbilt's efforts can have a significant impact, he says. "We will always be just a drop in the bucket in a large country like China, but in Guatemala we are changing the world."

SHORT TAKES

NEW APPOINTMENTS



■ **Nitin Nohria** has been named the tenth dean of Harvard Business School in Cambridge, Massachusetts. Nohria, who has been on the Harvard faculty since 1988, is currently the school's Richard P. Chapman Professor of Business Administration; he was previously its senior associate dean for faculty development and chair of its organizational behavior unit. He begins his new role on July 1. Nohria succeeds Jay Light, who retires after five years as dean and four decades on the HBS faculty.



■ **Sally Blount** has been named dean of Northwestern University's Kellogg School of Management in Evanston, Illinois. Blount most recently was dean of the undergraduate college and vice dean of the Stern School of Business at New York University, as well as the school's Abraham L. Gitlow Professor of Management and Organizations. Blount succeeds Sunil Chopra, the IBM Distinguished Professor of Operations Management, who served as interim dean of Kellogg since last September.

■ Fordham University in New York City has named **David A. Gautschi** the new dean of its Graduate School of Business Administration. He replaces Robert Himmelberg, who has served as interim dean for the past year. Gautschi comes to Fordham from the Lally School of Management at



SHORT TAKES

Rensselaer Polytechnic Institute, where he has served since 2005 as dean and professor of marketing and business economics.

■ **S. Andrew Starbird** has been named the new dean at Santa Clara University's Leavey School of Business in California. He has been interim dean there for the past year.

■ **Zhan Li** has been appointed dean of the School of Economics and Business Administration at Saint Mary's College of California in Moraga. Li most recently was associate dean for graduate programs, faculty, and research in the School of Business and Management at the University of San Francisco.

■ **Ed Grier** has been named the new dean of the Virginia Commonwealth University School of Business in Richmond. He also will serve as a professor of business. Grier most recently was president of the Walt Disney Company's Disneyland Resort.

■ **Jaishankar Ganesh** will become the new dean of the Rutgers School of Business-Camden in New Jersey. Ganesh currently serves as associate dean for administration and executive education at the University of Central Florida's College of Business Administration.

■ **Hult International Business School**, which has locations in Europe, the U.S., China, and the Middle East, has appointed deans at two campuses. **Luis Umana Timms** has been named dean of Hult's newly established San Fran-

cisco campus, which will open in September. Timms previously was director of the Global Executive OneMBA Program at the Rotterdam School of Management at Erasmus University.

Ian Dougal, who has been named dean of the London campus, previously held positions as Hult's head of international relations and director of academic quality assurance.

■ **David Bowen** will be the new chief academic officer and dean of the Thunderbird School of Global Management in Glendale, Arizona. Bowen, the G. Robert & Katherine Herberger Chair in Global Management, previously served as dean from 2001 to 2005.



■ The MBA Roundtable has elected **Sarah Fisher Gardial** as its new president. Gardial is currently the vice provost for faculty affairs and Beaman Professor in Marketing at the College of Business at the University of Tennessee in Knoxville. Two new board members also have been elected: **Joe Fox**, the associate dean for MBA programs of the Olin Business School at Washington University in St. Louis; and **Robert F. Bonner**, the associate dean of graduate and executive programs at the Villanova School of Business in Pennsylvania.

■ **Gail Whiteman** has been appointed as the holder of the newly established Sustainability and Climate Change endowed chair at Rotterdam School of Management, Erasmus University, in the Netherlands. The new chair is sponsored by ECORYS Nederland.

■ Seattle University's Albers School of Business and Economics in Washington has selected **Dino Falaschetti** as the Thomas F. Gleed Chair of Business Administration for 2010–2012. Falaschetti is an associate professor of law and economics at Florida State University. The Gleed Chair is a two-year appointment.

■ The Financial Accounting Foundation (FAF) announced that **Michael H. Granof** has been selected to serve as a member of the Governmental Accounting Standards Board. Granof is Ernst & Young Distinguished Centennial Professor of the McCombs School of Business at the University of Texas at Austin.

■ Nobel Laureate **A. Michael Spence** will join the faculty of New York University's Stern School of Business as professor of economics, effective September 1. Spence is a senior fellow at the Hoover Institution and the Philip H. Knight Professor Emeritus of Management in the Graduate School of Business at Stanford University.



■ **Michael Pagano** has been named the inaugural Darretta Endowed Chair in Finance at Villanova School of Business in Pennsylvania.



■ **Charles M. Geschke** has been named the inaugural Reverend P. Carlo Rossi, S.J., Chair in Entrepreneurship at the University of San Francisco School of Business and Professional Studies in California. Geschke is co-founder of Adobe Systems.

The chair was funded by alumni C. Alan Wall and the late Robert Wall.

■ **Todd A. Finkle** has been named the inaugural Pigott Professor of Entrepreneurship at the School of Business Administration at Gonzaga University in Spokane, Washington.

HONORS AND AWARDS



■ **Ronald Hill** has been awarded the 2010 Pol-lay Prize, a lifetime achievement award, from the Sauder School of Business at the

University of British Columbia in Vancouver. Hill is the senior associate dean of intellectual strategy and the Richard J. and Barbara Naclerio Chairholder at the Villanova School of Business in Pennsylvania.



■ **Paige Fields** has received the 2010 Teaching Excellence Award from the Academy of Finance. Fields is an associate professor of finance at

the Mays Business School of Texas A&M University in College Station.

■ **John J. Fernandes**, president and CEO of AACSB International, has received an honorary Doctor of Laws degree from Babson College in Babson Park, Massachusetts. Fernandes, an alum of the school, was cited for his leadership in advancing the quality of management education worldwide. He is also a recipient of the 2010 Consortium for Undergraduate International Business Education (CUIBE) Award for Outstanding Achievement in Support of International Business Education.

COLLABORATIONS

■ The Graduate School of Business Administration at **Fordham University** in New York City is launching a new master of science in global finance program in cooperation with **Peking University** in Beijing, China. The school has received a \$1 million grant from the NASDAQ OMX Educational Foundation to help fund the first three years of the program. The first students began coursework in China in the spring of 2010 and continued at Fordham in the summer.

■ **Reims Management School** in France has announced 13 new partnerships with schools around the world, bringing its international network to 150 universities in 40 countries. New partner schools include **Nicholls State University** and **North Carolina State University** in the U.S.; **Nagoya University of Commerce & Business** in Japan; **Singapore Management University**; **National Taiwan University**; **Chulalongkorn University** in Thailand; **Humboldt Universität zu Berlin** in Germany; **Cardiff Business School** and **Oxford Brookes University** in the U.K.; **The Hague University** in the Netherlands; **Kozminski University** in Poland; the **Federal University** in Brazil; and the **University of Pretoria GIBS Business School** in South Africa.

■ The Paley Center for Media and **IESE Business School** have teamed up to launch the Advanced Management Program in Media and Entertainment to provide management skills to media and entertainment leaders. The global program is scheduled to begin in the first quarter of 2011. Participants will attend four five-day modules over a six-month period—three in New York City and one in

Los Angeles. IESE has two locations in Spain and opened a New York City center this spring.



■ The Conference Board, a global nonprofit research and business organization, has joined with **The Wharton School** at the University of Pennsylvania in Philadelphia to launch Wharton Fellows@The Conference Board. The collaborative venture in executive education will combine experiential learning with on-site visits to best-practice companies.

■ The Global Association of Risk Professionals (GARP) has collaborated with the **University of Connecticut's Business School** in Storrs to develop a new master of science degree in financial risk management. The 15-month practitioner-oriented program will help prepare students for GARP's financial risk management certification exams.

■ The Cox School of Business at **Southern Methodist University** in Dallas, Texas, is partnering with the National Hispanic Corporate Council to develop a leadership training program for mid-level

SHORT TAKES

Hispanic managers working in Fortune 1000 companies.

■ The Coles College of Business at **Kennesaw State University** in Georgia has partnered with the **Mumbai Business School** in India to launch an executive MBA program. The revenue-sharing agreement will provide Coles faculty funding for research, travel, and development, as well as opportunities to teach at Mumbai Business School.

■ Three institutions are collaborating to offer a new EMBA program in asset and wealth management: the Tepper School of Business at **Carnegie Mellon University** in Pittsburgh, Pennsylvania; the Faculty of Business and Economics at HEC Lausanne, the **University of Lausanne**, in Switzerland; and the Swiss Finance Institute. The 20-month dual degree program will involve two-week classroom modules held alternately in the U.S. and Switzerland.

NEW PROGRAMS

■ The Marshall School of Business at the **University of Southern California** in Los Angeles is launching major revisions to its undergraduate program. The new curriculum includes 60 percent more elective units, designed to encourage students to pursue minors outside the business school; more flexibility in upper-level electives; and enhanced opportunities for international studies.

■ **Florida International University's** Chapman Graduate School of Business

in Miami will offer a healthcare MBA beginning this fall. The 20-month program is designed for working professionals.

■ **Grenoble Ecole de Management** in France has launched a new MSc in Finance, which will include electives in Islamic finance, microfinance, corporate finance, and market finance. The director of the new program will be **Stéphanie Boyer**.



■ The **University of San Francisco** in California has launched a specialized certificate program in corporate and environmental sustainability that is delivered completely online.

■ **ESSEC's** Institute for Research and Education on Negotiation (ESSEC IRENE) will deliver a custom-made seminar to the newly inaugurated Diplomatic Missions and Consulate Institute of France's Ministry of Foreign Affairs.

■ The **Ohio State University** in Columbus has launched a graduate-level dual degree program offered by the Fisher College of Business and the College of Food, Agricultural, and Environmental Sciences. The dual MBA and MSc in agriculture, environmental, and development economics will emphasize sustainable economic development and business practices.

■ **Butler University** in Indianapolis, Indiana, has launched an MBA Board Fellows Program, which places students on the boards of local nonprofits for a 12-month period. During the program, they receive training on the role of nonprofit boards, participate in a nonvoting capacity, and complete a project for the organization. Organizations partnering with Butler in the program include the Super Bowl Host Committee, Goodwill Industries of Central Indiana, the Indianapolis Symphony Orchestra, and other regional and local groups.

GRANTS AND DONATIONS

■ Three former students of **Texas A&M University** in College Station have teamed to endow two chairs at the university's Mays Business School. Paul Kruse and Earle Shields took advantage of matching funds provided by the school's namesake, Lowry Mays, and his wife, Peggy, to endow a gift of \$2 million. Kruse's gift is made in conjunction with Blue Bell Creameries, where he is CEO and president.

■ The new Institute for Global Organizational Effectiveness at **Indiana University's** Kelley School of Business in Bloomington has been funded through a \$4.8 million private gift coordinated by the GEO Global Foundation. The institute, led by **Herman Aguinis**, will enable global fellowships for MBA and PhD students, support research on Latin America, and promote outreach.

■ An anonymous \$3.16 million gift has allowed the Wharton School of the **University of Pennsylvania** in Philadelphia to establish the Wharton-Netter

Center-Community Partnership. The goal of the partnership is to create a model for university-assisted community development that can be replicated easily in other cities.

OTHER NEWS



■ **James K. Weeks** has announced that he will step down next year as dean of the Joseph M. Bryan School of Business and Economics at the University of North Carolina in Greensboro. He has held that position since 1990. Under Weeks' leadership, the Bryan School has expanded international activity, added six new degree programs, established research centers, and increased its endowment sixfold. Of the more than 19,000 alumni of the school, roughly half received their degrees during his tenure as dean.

■ **Lehigh University** in Bethlehem, Pennsylvania, has launched the Dexter F. Baker Institute for Entrepreneurship, Creativity and Innovation. The center was partially funded by alum Dexter F. Baker and the Dexter F. and Dorothy H. Baker Foundation. The institute will support cross-disciplinary programs that integrate business with science, computer, and engineering courses.

■ **Georgetown University's** new Rafik B. Hariri Building, which houses the McDonough School of Business, recently received LEED Silver Certification from the U.S. Green Building Council. The 179,000-square-foot Hariri building opened in 2009 on the university's campus in Washington, D.C. The LEED Silver certification recognizes five categories:

energy efficiency, indoor environmental quality, water efficiency, building design and operation, and sustainable site design. The Hariri Building's green features include efficient lighting, low-flow water fixtures, water-efficient landscaping, recycled building materials, and low-emitting building materials.



Spanish-speaking students looking for guidance about where to attend business school now can consult *Eligir un MBA (Choosing an MBA Program)*. The book was written in Spanish by **Francisco Javier Garrido**, dean of the Business School at Universidad Mayor in Santiago, Chile.

OBITUARY

Internationally known business thinker **C.K. Prahalad** passed away April 16 at the age of 68. He was the Paul and Ruth McCracken Distinguished University Professor of Strategy at the University of Michigan's Stephen M. Ross

School of Business in Ann Arbor. He was also a distinguished fellow at the university's William Davidson Institute, where he was an advisor for the institute's Base of the Pyramid research initiative. Among his most important works are a 1990 *Harvard Business Review* article co-authored with Gary Hamel, "The Core Competence of the Corporation"; a 1994 book co-authored with Hamel, *Competing for the Future*; and a 2004 book, *The Fortune at the Bottom of the Pyramid*. Prahalad was frequently ranked among the world's most influential business thinkers and had become one of the most well-known voices in the movement to alleviate poverty through sustainable business. Prahalad was born in India, earned a degree in physics from the University of Madras, a diploma in business administration from the Indian Institute of Management Ahmedabad, and a doctor of business administration from Harvard Business School.

CORRECTIONS

There are two corrections to the story "Tapping into Telepresence," published on page 68 in the Technology department in the May/June issue. The article mistakenly identified the executive masters program for which the University of South Carolina's Moore School of Business in Columbia will be using its telepresence platform—the Moore School will be using the platform in its executive master in human resources management. The Moore School also plans to use the technology to connect multiple sites, each large enough to accommodate at least 15 to 20 people. Z

Taking CARE

by Tricia Bisoux

For Helene Gayle, ending poverty is really all in the numbers. Women, she says, do two-thirds of the world's work and produce nearly 60 percent of its food; however, they own less than one percent of the world's farmlands and earn only 10 percent of the world's income. They make up 70 percent of the world's poor and three quarters of those without access to education. Due to the lack of proper maternity care, many women in developing regions die in childbirth, leaving their children behind to continue the cycle of poverty.

“Statistics show that women and girls are most affected by poverty, but they also show that by investing in girls, you start a virtuous cycle, creating the greatest and most long-lasting change,” Gayle says. “Educated girls are more likely to marry later, have fewer children, earn an income, and make sure their own children go to school. That’s why we emphasize empowering girls and women in all of the work that we do.”

Ending global poverty will take no small effort. In fact, it will take millions of small efforts, says Helene Gayle, CEO of CARE USA—efforts that are carefully coordinated and compounded to produce significant and lasting change.



As president and CEO of CARE USA, a humanitarian relief organization based in Atlanta, Georgia, Gayle is determined to realize that vision. Under Gayle's leadership, CARE directs much of its \$700 million annual budget toward programs that educate and empower women in the world's poorest regions. "Our work focuses on living, learning, and earning," she says. CARE builds self-sustaining programs that promote girls' education and leadership, encourage financial empowerment through savings programs, provide access to healthcare, and reduce maternal mortality.

Gayle started her career intending to save patients, not the world. She earned her medical degree from the University of Pennsylvania School of Medicine and planned to specialize in pediatrics. But during her residency at an inner-city hospital in Washington, D.C., she saw how disease is often a symptom of larger social problems. Interested in tackling those social ills, she earned her master's degree in public health at Johns Hopkins University.

She went on to work for the Centers for Disease Control and Prevention for 20 years, eventually becoming the director of its National Center for HIV, STD, and TB Prevention. In 2001, she moved to the Bill & Melinda Gates Foundation to direct its HIV, tuberculosis, and reproductive health programs.

Gayle's rich perspective on the links between health, wealth, and society has earned her a number of recognitions. In 2006, she was one of the *Wall Street Journal's* "50 Women to Watch," and in 2009, she ranked among *Foreign Policy* magazine's "Top 100 Global Thinkers." She serves on several boards, including the Rockefeller Foundation and the Center for Strategic and International Studies in Washington, D.C. Last year, she was tapped to chair the Obama Administration's Presidential Advisory Council on HIV/AIDS.

Active and ongoing partnerships with the private sector are key to CARE's success, Gayle says. In an interconnected global economy, more companies are coming to the developing world for products and raw materials, as well as new workers and markets. Some partner with CARE because they realize their future success is directly tied to the fortunes of emerging economies, Gayle says. She believes that business schools, too, should explore the link between nonprofits and private sectors in their curricula, to prepare students to bridge both worlds after they graduate.

CARE partners with many for-profit companies—such as Coca-Cola and UPS—to achieve its goals. Why do you think these partnerships are successful?

More companies—particularly multinational companies—



are viewing "corporate social responsibility" differently than they used to. They no longer think of it as simply giving a charitable organization a few dollars and claiming credit for being good corporate citizens. Instead, they're asking, "Which organization has strategic goals that also advance what we're doing? Which one has a vision that's aligned with our business in key ways?"

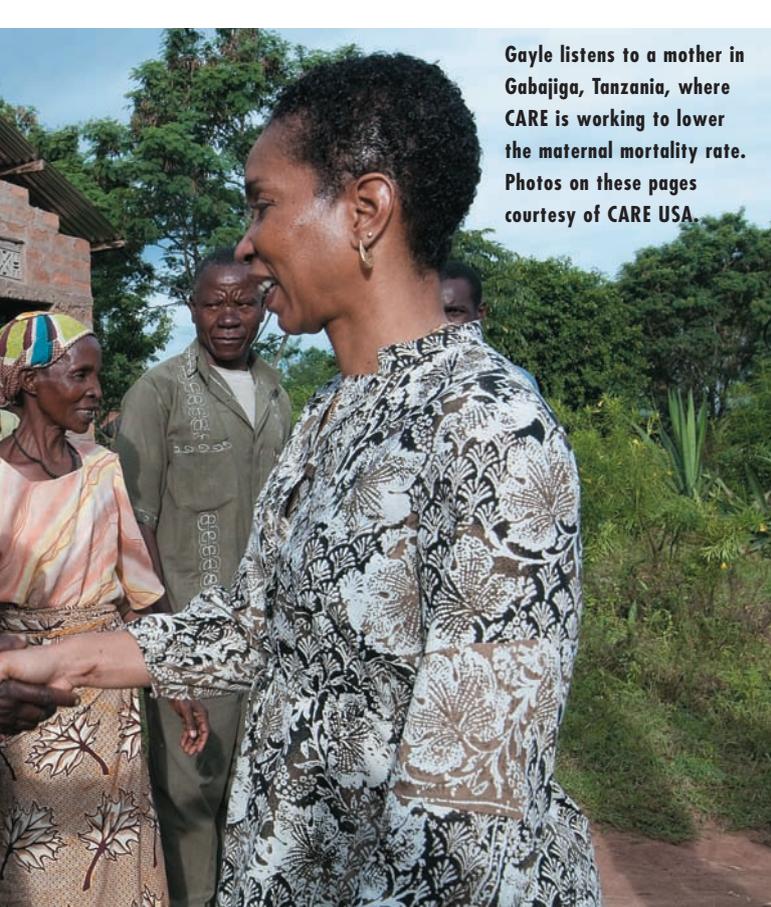
We all know that capital is the engine that runs the world—businesses create wealth. But we can recognize that wealth creation, done right, can be linked with social good. CARE works with companies whose businesses align with what we do, which helps them become good corporate citizens *and* helps their bottom lines. In turn, they help us do our work much better than we could ever do by ourselves.

Could you give some examples?

Environmental degradation and a lack of access to clean water are becoming growing problems in areas where we work. These issues aren't just important to these populations—they're key to Coca-Cola's business. So Coca-Cola works with us to help solve the problem of access to clean water.

A company like UPS has a huge capacity in the area of logistics, so its help is crucial when we're working in areas where there are considerable logistical constraints and where it's important to have a good supply chain and be able to forecast different needs in different geographic areas. But this work also helps UPS improve its own systems.

We also work closely with Wal-Mart, which sources from women in many of the emerging markets where we oper-



Gayle listens to a mother in Gabajiga, Tanzania, where CARE is working to lower the maternal mortality rate. Photos on these pages courtesy of CARE USA.



Gayle meets women who are members of a Village Savings & Loan group in Mwangala, Tanzania. After receiving financial training from CARE, these women buy shares in the VS&L for 500 shillings (25.30 cents) each. They then are able to accumulate savings and start a small loan network.

ate—women who own small farms or who are in the garment industry. The company is very invested in what we do. It's in Wal-Mart's business interests to help develop the skills of women in those communities so that it can get a better product to market. For example, we are currently working on a project with Wal-Mart that involves women in India who grow cashews. If we can help them produce a better crop, they'll have a better product to bring to market.

You're a member of the Global Leadership Forum at Georgia State University, which promotes this idea of organizations working together—of "connected capitalism." How important is such a forum in helping you develop these partnerships?

I think forums like this are great, because the not-for-profit and the for-profit worlds speak different languages. We come from different worlds, and we view our bottom lines differently—ours is a social investment and theirs is a capital investment. This forum helps us talk more about these issues, about how we can blend and bring our different assets to the table in ways that can enhance the work we all do. We can all drive a movement around this notion of connected capitalism in a way that is incredibly powerful.

What do you see from business schools that you find encouraging? And where do you think business schools could do more, to support the needs of organizations like yours?

Business schools are recognizing that the distinction between for-profit and nonprofit is becoming increasingly blurred.

More schools are setting up nonprofit centers, because more and more young people are interested in this area. Young people are increasingly idealistic and want to make a difference in the world, but they also want the practical skills to be able to do that.

But more can be done. I think business schools can view organizations like CARE as learning laboratories, where students can experiment with this notion of connected capitalism. My message to business schools is that we need to find new approaches to create wealth equitably and improve people's lives in a sustainable way.

What skills would students develop in the "learning lab" that CARE has to offer?

They'd learn a great deal about how communities are organized, how to recruit personnel, how to train workers in ways that are relevant in different societies. They'd learn how to consider cultural contexts as they help people build businesses. They'd learn about the impediments that still exist for women entering the workforce. They'd learn about the barriers, obstacles, and assets that different communities have.

For example, many people don't understand that some societies don't yet have rules of law firmly in place. They don't have vehicles that we take for granted in Western countries, like banking infrastructures. There are places where the ability to take out a mortgage doesn't exist; people can buy homes only if they can afford to pay cash. Students need to understand what to do when these structures are missing and learn what it takes to put them in place. Those are the kinds of practical things that often sabotage business efforts.

What kinds of skills do you look for in the people you hire?

Of course we need people with strong managerial and strategic skills, who know how to analyze complex problems and find solutions. We need people who know finance, budgeting, and administration. Those skills are pretty general and universal.

“My message to business schools is that we need to find new approaches to create wealth equitably and improve people’s lives in a sustainable way.”

But for us, what sets people apart is their desire to apply those skills to a set of problems that is very different from what we see in the for-profit sector. The traditional person coming out of business school expects to work for a revenue-generating enterprise. That’s not our enterprise. Our business is generating social change. We look for people with business skills who have passion, as well as a willingness to be flexible and see the world a little differently.

What have you learned in your career that you think has most helped you develop your skills as a leader?

When you run an organization, it’s easy to want to do a bit of everything. But if you do that, you’ll get nothing done. So, I’ve learned that it’s important to keep a sense of humor, create a vision, and stay focused on the things I most want to get accomplished. Then, I must make sure that I have a team in place to support that vision, because there are some things that need to get done that might not suit my particular skill set. I need to use my time in the best ways, so I can drive change and move the organization forward.

As you look to the future of your organization, what concerns you most?

Close to 3 billion people in the world live in extreme poverty, and we want to eradicate poverty. That’s a bold ambition. If we’re going to accomplish it, I know we need to work smarter. Obviously CARE cannot complete this work alone.

We need to stay focused on the things that we do well, and then find partners to supplement our work in ways that utilize their strengths. If we do that, we can build momentum toward big changes.

What gives you the most encouragement that CARE can bring its ambitions to fruition?

I draw the most inspiration from going into the field and seeing how the lives of people we work with are changing in tangible ways. I was recently at a summit for microfinance in Kenya, where I talked to a woman who was about 50 years old. Five years ago, her husband died. Women in Kenya have so few property rights that she and her children were left homeless. However, she was able to join a group savings and loan that we had created, where women in a community can pool their resources and then provide small loans to each other to start small businesses.

In five years, this woman went from being homeless and unable to feed her children to owning a small vegetable business, which she has been able to expand with larger and larger loans. Today, she’s renting decent housing, and her children are in school. Her life has turned around.

Stories like hers give me hope—and I know that this woman’s story is being multiplied many times over. When I see just how small an effort and how few resources it takes to give people the capacity to change their own lives, I know we’re making a difference.

I imagine your position today is much different from what you thought it would be when you first entered medical school. What can business students most learn from your career and life trajectory?

To follow their passion, be willing to take risks, and not necessarily stay on any prescribed path. I went into medicine because I wanted to make a social contribution, but I was drawn to public health because it combines medicine with social issues. When you’re a clinical doctor, your patient is an individual. You treat the symptoms of disease, but not the underlying broader issues that put some people more at risk for disease than others. Often it’s because they’re poor, or they’re from marginalized communities, or they have less access to healthcare.

When you’re in public health, your patient is a community, a nation, or even multiple nations. At CARE, I can attack the root causes of problems, not just the symptoms. I can address the drivers behind why some people are healthy and why some people are sick. That’s why I went into medicine to begin with—to change people’s lives. 



Gayle tours a food distribution program for war widows in Kabul, Afghanistan.

Making an Impact

by Sharon Shinn

As a Jesuit institution, Saint Joseph's University in Philadelphia, Pennsylvania, considers it essential to blend ethical ideals into its educational offerings. When the Haub School of Business codified its strategic mission five years ago, faculty identified key goals they would try to meet in their research and teaching, including upholding Jesuit ideals and serving key industries.

So the Haub School was in good shape to participate in an exploratory study launched in 2008 by AACSB International that asked schools to evaluate whether their scholarly contributions truly support their stated missions. Haub faculty

were asked to self-assess how well their research aligned with five specific criteria drawn from that mission statement so the school could judge how well it was reaching its target markets. The answer came as a pleasant surprise, says Stephen Porth, associate dean for academic affairs: Eighty-eight percent of 545 intellectual contributions met at least one criterion.

Business school administrators know it's not enough for their faculty to produce good research; they also must share it with key constituents. But how can they measure the impact of scholarly contributions? An AACSB study looks for the answer.



“Schools must be clear-eyed about their research missions, certain of their markets, and honest about where they could improve.”

Haub is among ten schools participating in the AACSB study, which is specifically looking at whether it’s feasible to implement new accreditation standards that would require schools to “demonstrate the impact of faculty intellectual contributions on targeted audiences.” Assessing such an impact means schools first must identify the audiences they wish to serve, then devise metrics that will help them determine if they’ve been successful. In other words, they must be clear-eyed about their research missions, certain of their markets, and honest about where they could improve.

The ten participating schools are deep in the process of accreditation maintenance. So far, three schools—Saint Joseph’s, California State University in Northridge, and the University of Mannheim in Germany—have completed their reaccreditation efforts and submitted their research assessments to AACSB. The Queensland University of Technology in Brisbane, Australia, is still a year out from finalizing reaccreditation, but is well into its study examining the impact of its research.

The other schools in the study include Binghamton University, State University of New York; College of William and Mary in Williamsburg, Virginia; Loyola University Chicago in Illinois; University of Alberta in Edmonton; University of Evansville in Indiana; and University of Minnesota in Minneapolis and St. Paul.

All of them will share with other AACSB members how they approached the exercise, how they devised evaluation metrics, and what changes they plan to make based on the information they uncovered. Some will make presentations at AACSB conferences; others will participate in webinars; and all of them will contribute to AACSB’s Resource Center at aacsb.edu/resources/research.

It remains to be seen whether AACSB will decide to recommend any changes to the accreditation standards or their accompanying guidelines for interpretation. But four of the schools participating in the study have already found the exercise to be useful—and revealing.

The Jesuit Mission

At Saint Joseph’s, faculty have a pretty clear-cut idea of which markets they’re trying to serve. “We have an industry-focused program with emphases on food marketing, pharmaceutical marketing, and insurance and risk management,” says Joseph DiAngelo, dean of the Haub School. “We’re also a Jesuit school, so we’re heavily focused on Jesuit ideals, including ethics.”

To determine the alignment of faculty research with the school’s mission, Porth and DiAngelo worked closely

with finance professor Jean Heck. He developed a database and spreadsheet for each faculty member to identify what journal articles and books they’d written within a specific period of time. Then the faculty members evaluated how their research contributed to five key parts of the school’s mission statement, which include:

- Advance the body of knowledge in the field.
- Earn recognition as a leading Jesuit school of business.
- Meet the Jesuit ideals of ethics, social justice, and responsibility.
- Contribute to the practice of management and teaching.
- Meet the needs of key industries and strategic niches.

The fact that almost 90 percent of the research met one of these objectives “made us feel good that we were achieving what we had intended in the five goals of our mission,” says DiAngelo. Porth and DiAngelo also were pleased that a significant amount of faculty research was focused on ethics. DiAngelo adds, “In fact, that became a major focal point of the accreditation review for the peer review team. We subsequently put together a monograph of all the work in ethics. We never would have thought to do that if we hadn’t looked at our research in this way, so this was an unexpected byproduct of the exercise.”

The assessment study also exposed gaps in the research portfolio. Says DiAngelo, “We learned we need to do a little more pedagogical research. We could also probably do more basic research, but since we’re not a doctoral-granting institution, we tend to focus more on applied work.”

Whether or not assessing intellectual contributions becomes part of the accreditation standards, DiAngelo believes doing so is a useful exercise. “It helped us evaluate our mission, consider how it’s carried out, and look at how it impacts what we do,” he says. “We’ve been asking ourselves for years, ‘What does it mean to be a Jesuit institution? How is it different from a secular one?’ I think this study helped us see that the mission isn’t just words on a paper. It really has affected some of the ways people at our college conduct research and teach.”

The Regional University

At Cal State Northridge, the assessment project was approached from a “reverse engineering standpoint,” says Judy Hennessey, professor of marketing and associate dean at CSUN’s College of Business and Economics. The school already had a good understanding of its regional mandate and its two target audiences—the community at large and

businesses within the community. So Hennessey and her team focused on answering two questions: How does our research impact business in our community and forward the school's mission outside the classroom? What kind of quantitative and qualitative assessment will capture this impact?

AACSB is emphasizing the need for broad faculty involvement in determining how the school can assess achievement of its research objectives, but that's hard to get in wide-open forums, Hennessey says. So she and her team first asked department chairs to get faculty input on those two questions so preliminary debates could be held within "cozier" environments.

What tended to bubble up at the beginning, she says, were familiar discussions about the need for publishing top research in high-quality journals—which was not the focus of this particular exercise. "We had to say, 'Yes, that's important,' and then set it aside," says Hennessey. "We know that we can't go out into the community as experts if we aren't valid as academics, so we let the faculty bring that forward as a given. Then we could talk about how our research impacts our other, non-academic audiences."

Faculty ultimately identified several indicators that demonstrate what impact their research is having on their region. One indicator is the work being done by their various research centers, which turn out economic analyses and forecasts for the community, support small businesses and startups, and offer management and organizational development assistance. Measuring the impact of the centers was a little harder.

"It's easy to count how many small businesses we served and how many people attended our economic summit," says Hennessey. "A better measure would be how much money we saved those businesses, but those numbers are harder to get."

Another indicator that faculty identified is the way the school uses media in its outreach efforts. "We've found it valuable to put out expert commentaries or do radio shows that accompany our economic summits and regional forecasts," says Hennessey. In fact, the school participates in a



weekly radio broadcast on finance and the economy that appeals to executives and laypeople interested in money issues. Until recently the school also published a weekly column in a regional newspaper.

Again, measuring the value of these efforts is the tricky part. "We can count up the times and minutes of exposure, but that doesn't really capture impact," Hennessey says. "We're still struggling with that. On the other hand, sometimes just describing the things you do helps you understand that they matter."

The next goal, Hennessey says, is to identify areas that need improvement—and then make changes. For instance, she says, the school wants to strive harder to create job placement and internship programs for community members. It also wants to fill

gaps in its community outreach programs. "We saw a lot of places where we had expertise that wasn't known or being utilized," she says.

In addition, Hennessey and her team are trying to incorporate what they've learned into their ongoing strategic planning process. "We have the beginnings of a statement that will be an extension of our mission, and it drives home what we mean when we say we want to make an 'impact on the community,'" she says. "Next year, we'll make an active attempt to see whether we've followed these new strategic directions for filling the gaps we exposed in this study."

All in all, she believes the exercise will help the school clarify its mission and establish benchmarks for how well it is meeting that mission—something any institution needs to do. "When we teach students to develop a business plan, we tell them to first size up where they are and evaluate their strengths, weaknesses, opportunities, and threats. Then they need to progress in a systematic way," says Hennessey. "I think we're just using what we teach."

The German System

For the Business School of the University of Mannheim, assessing the impact of research meant first figuring out how to motivate faculty to participate, since German schools are



not led by deans who can insist on compliance. Therefore, says Dirk Simons, BSUM's associate dean for research, the school set up working groups from all departments to discuss the impact of their research and posted results online so everyone could comment on discussions.

The next step was to identify the school's primary target markets, which turned out to be the international academic research community, the corporate sphere, the public sector—and junior faculty working on their own career trajectories. In Germany, Simons explains, assistant professors have six years to win full professorships; after that they must leave the university system. If they're assistant professors at universities with active research groups, they increase their chances in the job market. "We consider them part of our audience, because we need to manage good research projects so they can develop their skills," says Simons.

After identifying its audiences, the school listed indicators that would help it measure the effect of faculty research. Professors have an impact, it was determined, when they organize conferences, run corporate workshops, or serve on governmental advisory boards.

Next, Simons and his team analyzed the fact that the German university system is driven primarily by reputation. For instance, if a department chair is highly respected, his area attracts more funding, which creates a better research environment, which attracts better assistant professors, who do more research and go on to better jobs. At the same time, professors can only enter salary negotiations with their home universities

if they have offers from other universities, and they only attract these offers by building good reputations.

"So we asked, 'What is creating reputation?' and we came up with the waterfall model," says Simons. "A professor's reputation is first bid up in the research community, when he goes to conferences, publishes in journals, and presents to colleagues. A corporation looking for an advisor will contact someone who has a good reputation in the academic field. Students want to work for professors with good corporate reputations, because that increases their career opportunities."

Everyone at Mannheim agreed up front to recognize several forms of worthwhile research over and above publication in a few peer-reviewed journals. "Because we're part of the research community,

we have to earn a national and international reputation, but because we're a public university, we have to serve the public and corporate worlds as well," says Simons. "This was a valuable realization."

The exercise also made it clear that, while it was important to produce research that targeted each market, no one professor could do it all. So now faculty expect that a certain percentage of them will focus on academic research, another percent on the corporate market, and another percentage on public institutions.

Simons found the exercise useful for several other reasons. "Business schools are under pressure to answer the question of whether they're doing any valuable research at all," he says. "Through this study, we were able to document that we're spending a lot of effort and doing a lot of good for our particular region of the European Union."

While BSUM performed its initial evaluation of research output as part of the one-time exploratory study, the faculty have agreed to continue with the exercise every two years. "This way we'll know if we've achieved our targets and we can talk about how to adjust our portfolio if we haven't," says Simons. "We want to try to live the process."

Impact in Australia

Administrators at the Queensland University of Technology find that AACSB's exploratory study dovetails perfectly with their own goals of improving the quality and impact of faculty research. The Faculty of Business instituted those goals

“Publication in respected journals is only one way to make a mark; another is to disseminate research results through the popular press.”

recently as part of a response to a new national directive, Excellence in Research for Australia (ERA), which emphasizes quality over quantity of published research.

The first part of QUT’s strategy revolves around encouraging faculty to publish in top journals as identified by ERA and the Australian Deans Business Council. Professors who publish in the best journals—ranked as A*, A, or B—receive workload credits and other incentives. That’s required a shift in mindset, since only 57 percent of QUT’s faculty research

appeared in those top journals between 2006 and 2008. The business school set a target of having 80 percent of faculty research published in highly ranked journals by 2012, a goal that had an immediate effect, says Peter Little, executive dean of the Faculty of Business. In 2009, 70 percent of the school’s refereed articles were in those top publications.

At the same time, QUT is storing information about faculty publication records, adds Little. “So now we can have a comprehensive picture at any one time of our faculty’s total

The Role of Research

The keen interest in the value of management research has been building ever since AACSB’s Impact of Research Task Force, chaired by Ohio State University’s Joseph Alutto, published a 2008 report on the topic. The report emphasized that schools produce both scholarly and practical research, and that both kinds of research have value. It also pointed out that many schools don’t prize practical, real-world research, while critics often scoff at the benefits of theoretical scholarship. By creating ways to measure the true value of any school’s research, AACSB hopes to help combat both perceptions.

“No one would question the significance of substantive advances that have been made at higher education institutions in

the fields of health, medicine, and engineering,” says Michael Knetter, dean of the Wisconsin School of Business at the University of Wisconsin-Madison and chair of the Impact of Research Implementation Task Force. Business school research is more nebulous, he says, because it doesn’t create tangible products.

“It involves thinking about how to do things better in an organization,” he says. “But even though it’s more of a social or organizational phenomenon, why would we doubt that research is an important component of business? While any given paper by any given faculty member may not appear all that significant, the research enterprise moves business thinking forward.”

Knetter admits that much of the important busi-



ness school research is too difficult for the average layperson or practitioner to understand, but points out that much cutting-edge research eventually gets incorporated into everyday practice. “In a field like finance, you can look at any given article and say, ‘This is too technical. I don’t see how businesspeople can use it,’” he says. “I’m sure that 50 years ago, people were saying the exact same thing about the research that ultimately led to modern portfolio theory. It’s not like it was known from Day One that you should look at the co-variance of

stock price returns to build a portfolio that gave the optimal balance of risk and return. Somebody had to prove that—and it was academics.”

Because AACSB-accredited schools are driven by their missions, they will be producing a wide variety of research, Knetter emphasizes. “Each school must be clear about what its research mission is and whether it’s actually delivering on that. Any good organization has to have clarity about its mission, clarity about how it measures success, and an understanding of what constitutes an outstanding performance.” An exercise like this exploratory study, he says, is often just what’s needed “to focus the people of an organization and get them engaged around a goal.”

“The new study might provide a way to quantify the impact of research—and show everyone how much it matters.”

output and the quality of their output.” The school also considers quality of output when it recruits and hires new faculty.

In addition to focusing on publication quality, the school is looking at ways to measure impact, especially on business. While some of QUT’s projects are funded by Australia’s national competitive research grant body, many receive money from corporations and individual businesspeople. Others are launched through cooperative research centers that bring together government, industry, and academia for extensive projects. “We think one way to measure the impact of research is to track how involved industry is in knowledge production,” says Rachel Parker, assistant dean of research.

For instance, the school has undertaken an ambitious corporate education program aimed at executives managing large, complex projects. Australia is one of eight countries investing in the joint strike fighter being developed by Lockheed Martin—which, at a cost of about \$400 billion, could be “the largest project on Earth,” says Little. The procurement arm of the Australian government asked QUT to develop a program that would improve the management skills of federal project leaders and major defense contractors working on such projects. The government also is funding a longitudinal study that will determine if such programs actually result in significant savings and better project management. The program is based on a similar one QUT has run for the Shell Oil Company with three other international universities.

As a third element in their new research strategy, QUT is closely monitoring how much faculty contribute to public policy, either through research programs or the university’s research centers. Recently, the school’s Australian Centre for Philanthropy and Nonprofit Studies helped create a model for financial reporting for nonprofit organizations—a model that has been adopted throughout Australia and is being considered by two Canadian governments.

The school expects industry-funded research to meet the same high standards—and be published in the same top journals—as research funded by national competitive grants. That’s in large part because of the nature of the projects themselves. “For instance, our Australian Centre for Entrepreneurship Research is conducting the largest Australian study ever undertaken on entrepreneurial startups, which attracted funding from major banks and financial services companies,” says Little. “We know the results of that will make it into high-quality journals.”

But QUT administrators have decided that publication in respected journals is only one way to make a mark; another is to disseminate research results through the popular press. Thus, they’re encouraging faculty to use

the school’s corporate communications facilities to publicize their work in consumer media outlets as well. One piece of recent research that received worldwide coverage was a behavioral economics study, examining human behavior under extreme conditions, as demonstrated by which people ran for lifeboats on the *Titanic* and *Lusitania* and which ones stayed behind.

“Not only do such news articles help us share important ideas, they’re very good for the reputation of the school,” says Little.

The Next Step

Whether or not an impact of research component becomes part of new accreditation standards, representatives of these schools feel like they benefited from participating in the study. For one thing, the process helped all the schools clarify their research missions—and even see themselves in a different light.

Says CSUN’s Hennessey, “I come from the marketing area, so I like the term ‘positioning.’ This exercise let our school explore its position from a lot of different perspectives.”

Mannheim benefited by participating in the exploratory exercise, Simons believes, but the school also brought value to the study by supplying a viewpoint that was non-American—and non-native-English-speaking.

“Different institutional settings employ different terminology and entertain different ideas,” Simons says. “We thought that, if we participated in the pilot study, we could help explore how research works in different institutional settings.”

As vice chair of the accreditation quality committee, which writes the standards, DiAngelo of Saint Joseph’s believes an impact of research study could be very helpful for a school’s accreditation team trying to show peer reviewers how well the school is meeting its own mission.

“It’s an excellent way to document that your mission is actually a live document, which can be the toughest part for a team,” he says. “So many missions are so generic that you can take out one school’s name and insert another one. But an exercise like this helps the team see that you live the document.”

Faculty research is a central component of management education, generating new knowledge that changes business strategy in the real world and provides case studies in the classroom. Management educators have always known that, but they haven’t always been able to prove it. AACSB’s new study, say those who participated, might provide a way to quantify the impact of research—and show everyone, including the researchers themselves, how much it matters. **Z**

Rigorous, Relevant, Rewarded

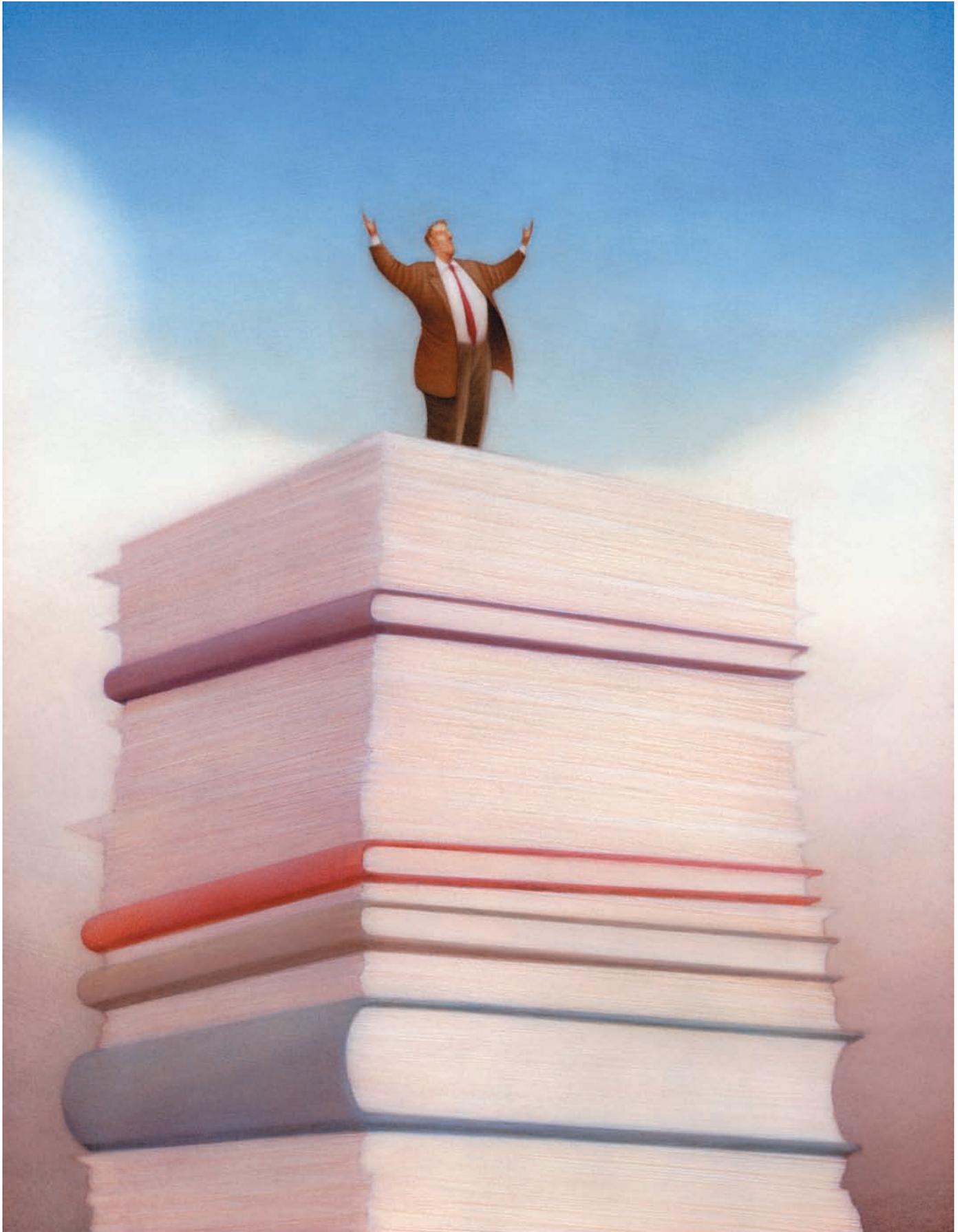
by Melody Walker

Business schools face a perennial dilemma: How can they motivate faculty to pursue research that has scholarly significance, can be applied in the real world, and is easily accessible to the corporate audience? The Olin Business School at Washington University in St. Louis, Missouri, has found its own distinctive answer. For the past three years, the school has held an annual competition to recognize the best paper produced by Olin faculty that offers both rigor and relevance. The prize comes with an engraved crystal statue and a \$10,000 award.

The new competition is the brainchild of Dick Mahoney, former chairman and CEO of Monsanto and current executive-in-residence at the Olin School. Mahoney is well aware that much of the research produced by business school faculty has no direct application in the corporate world—and even when it does, it’s usually written in an academic style that busy executives simply don’t have the time to decode.

“There’s important, useful information in those research papers, but it’s not accessible to the managers and leaders who need it most,” Mahoney says. He provides the funding for the annual competition with the hope of achieving two main goals: to showcase Olin research and to “make a statement that business relevance is valued.”

A research competition at Washington University encourages faculty to think about the practical applications of their scholarly studies.



Structuring the Competition

Now in its third year, the Olin Award attracts about 20 papers annually. To be eligible, scholarly papers must be authored or co-authored by an Olin professor; they must have been published or under review within the past two years, or be part of research in progress. Even more important, the papers must be presented in a way that emphasizes their practical value. Each executive summary has to include what amounts to a sales pitch to the judges, describing what impact the research can have on business and why it's relevant to business today.

The papers are judged by a panel of about ten business executives drawn from a variety of industries. Among those who have served are executives from Anheuser-Busch InBev, Wells Fargo Advisors, Monsanto, The Dilenschneider Group, and Emerson Electric, as well as smaller regional firms.

Each entry is read by three different judges in the first round, explains Dorothy Kittner, Olin's director of corporate relations. Those that make it to the second round are evaluated by all judges, who hold a conference call to discuss the finalists against a checklist of criteria. Is the paper highly innovative? Does it have the potential to significantly advance business results? Does it have broad applicability to a wide range of businesses? Does it demonstrate findings that could be implemented through practical steps? Is it research that opens up future study opportunities?

Says Kittner, "The selection of the winning paper each year has been unanimous."

Spreading the News

While the primary purpose of the competition is to encourage faculty to think about the practical applications of research, there is a second key benefit. The competition produces "a portfolio of applied research" that the school can share with a broad business audience in a variety of ways, says Karen Branding, Olin's associate dean and director of marketing and communications. The school first announces winners at an annual dinner honoring distinguished alumni, then promotes the research through its Web site, in videos, and on Facebook.

But just as important, the school is able to put faculty research directly before the business leaders who serve as judges. Before these executives participate in the award process, "most are not aware of the quality of the research being conducted at Olin," says dean Mahendra Gupta, the Geraldine F. and Robert J. Virgil professor of accounting and management.

And the Winners Are...

2010 Olin Award Winner

Give & Take: Incentive Framing in Compensation Contracts, by James W. Hesford, Cornell University in Ithaca, New York, and Judi McLean Parks, Washington University

What motivates executives to "cook the books"? McLean Parks and Hesford had a hunch that compensation packages had something to do with the increase in fraud, estimated to total \$99.4 billion annually in the U.S. Specifically, they suspected that fraudulent reporting and misappropriation of assets might be related to types of compensation plans—contingent versus non-contingent—as well as the form of that contingency, such as a bonus or

penalty based on performance.

The authors conducted a controlled laboratory study where participants were paid for solving anagrams according to one of three different compensation plans, although in all cases the expected value of the compensation was identical. The participants self-scored their work; in half of the cases, they signed a statement attesting to the veracity of their reported results.

It turned out that participants receiving a "flat salary" for their work were the most honest about reporting their scores, while many of those who received a performance-based bonus cheated when reporting their results. Those who were penalized based on low performance not only cheated, but also stole the pens

Judges frequently request permission to copy papers they have read in the competition so they can share the ideas and solutions with their management teams. The school is planning an event where corporate leaders can meet this year's Olin Award winner to promote an ongoing dialogue between faculty and executives.

Such interactions help dispel the notion that top executives aren't interested in scholarly endeavors. "Academic research is valuable to business leaders," insists Sally H. Roth, president, Greater St. Louis Regions Financial Corporation, and a member of the 2010 judges' panel. "It promotes thought and assessment of how business is conducted. It provides new information and different perspectives that might not be directly observable in a business environment."

Changing Perspectives

Although the award program has had clear goals from the beginning, Kittner notes that there have been adjustments every year. For example, this year judges were asked to

that were to be returned at the end of the study.

"If you pay people contingent on their performance, you have motivated them to perform," McLean Parks says. However, if they are unable to perform well because the task is too hard or the economy is poor or some other conditions apply, "you have also given them an incentive to cook the books!"

The study may explain some of the financial difficulties companies are experiencing today. "For years we have touted the basic mantra of 'pay for performance' because that's the way you get the best performance," observes McLean Parks. "Maybe you get the best performance reported, but what's the underlying performance?"

More details can be found at www.olin.wustl.edu/docs/Faculty/McLeanParksOlinAward.pdf.

2009 Olin Award Winner

A Theory of Strategic Problem Formulation, by Markus Baer, Kurt Dirks, and Jackson A. Nickerson, all of Washington University

Teams and task forces are usually formed to solve a problem—but 75 percent of the time, they solve the wrong one. In this paper,



Baer, Dirks, and Nickerson identify three common traps that teams experience in problem formulation. They also present an eight-step process that allows teams to systematically enhance their strategic problem formulation capabilities.

Details can be found at www.olin.wustl.edu/docs/Faculty/StrategicProblemFormulation.pdf.

2008 Olin Award Winner

Envy, Comparison Costs and the Economic Theory of the Firm by Jackson Nickerson and Todd R. Zenger, both of Washington University

Nickerson and Zenger argue that organizations are destined to fail if pay incentives such as bonuses, retention fees, and performance-based salaries are

not properly managed.

"People make 'social comparisons' with their fellow employees regarding compensation, and that creates costs in organizations," Zenger explains. The costs include negativity and demands for equal incentives, which ultimately can lead to a dysfunctional organization, Zenger says.

Private and public managers need to acknowledge and deal with the role envy plays in firms across all industries from banking to the automotive field, says Nickerson. "Understanding this basic business principle is important for government regulators and legislators who are structuring compensation for any industry."

More details are available at apps.olin.wustl.edu/faculty/nickerson/envy.pdf.

provide the authors written feedback on their papers. Kitterner believes this will be beneficial as professors think about future submissions.

It's clear that the competition *has* encouraged faculty to view their research projects from a wholly new perspective. "In the three years since the award was initiated," says Mahoney, "I have had a number of young faculty ask me whether their work is of importance to the business community rather than only the academic journals. That's a real measure of progress."

"We all think our research is relevant," says Todd Zenger, Robert & Barbara Frick professor of business strategy and a winner of the first Olin Award. But a competition such as this one encourages faculty to consider its real-world implications by reminding them of "the ultimate marketplace" for their scholarly endeavors, he says.

Jackson Nickerson agrees. The Frahm Family Professor of Organization and Strategy—and co-author of two winning papers—believes the competition encourages scholars to undertake research that is both rigorous and relevant. "I

think it is this translation to relevance that is the real disconnect between academia and business," says Nickerson.

Schools interested in launching similar competitions would do well to gain the backing of a key benefactor as a first step, says Gupta. "Dick Mahoney's support and encouragement have been absolutely crucial to the success of this project," the dean says. "While he is affiliated with the business school, he still represents the business world as a former CEO. His qualifications and stature make him an ideal link between the worlds of scholar and executive."

An internal competition motivates faculty to consider how their scholarly endeavors might be viewed by the external world, where relevance is just as important as rigor. At a time when many schools are focused on aligning their faculty research with their missions, such a competition also keeps everyone working toward the same goals—and striving for real prizes. **Z**

Melody Walker is director of news and information at the Olin Business School of Washington University in St. Louis, Missouri.

Extreme Leadership

by Tricia Bisoux

Business has largely abandoned its vision of a leader as a captain of command-and-control decision making—the one who stands alone, points the way with confidence, and expects others to follow. But what, then, *does* make a great leader?

Three schools have developed courses that delve into this question by immersing students in difficult, complex, and ethically charged leadership challenges.

These experiences are designed to be eye-opening for students, in ways that encourage them to question their long-held beliefs, adjust their definitions of leadership, and push the boundaries of their own leadership potential.

Three schools create challenging programs that plunge students into intense explorations of leadership.



Asking the Big Questions

*Curriculum Emphasis on Social Responsibility
Leeds School of Business
The University of Colorado, Boulder*

In today's climate, few business educators would deny the importance of integrating ethical leadership into the curriculum. The question, however, is how to do so in a way that's memorable and meaningful for students.

Faculty at the Leeds School wrestled with that question after the Leeds family made a gift to the school that was specifically earmarked for the development of several required courses in business values and social responsibility. The school used those funds to create the Curriculum Emphasis on Social Responsibility (CESR) program, which it launched in 2005. Currently a suite of eight required and elective courses for undergraduates and MBA students, CESR is designed to immerse students in the complexities of ethical decision making.

"The world comprises many good people who just haven't known the right questions to ask. They've never asked, 'What kind of person do I want to be?'" says Donna Sockell, who directs CESR and was instrumental in the design of its courses. "Students know how to get an A in a course, and they know that certain behaviors will get them into trouble. But they're rarely forced to take responsibility for their own day-to-day conduct."

In the CESR curriculum, students examine the global, environmental, and societal implications of business and the variety of factors that affect the decisions business leaders make every day. The objective of this examination, says Sockell, is to help students realize the lasting and far-reaching impact of their own decisions.

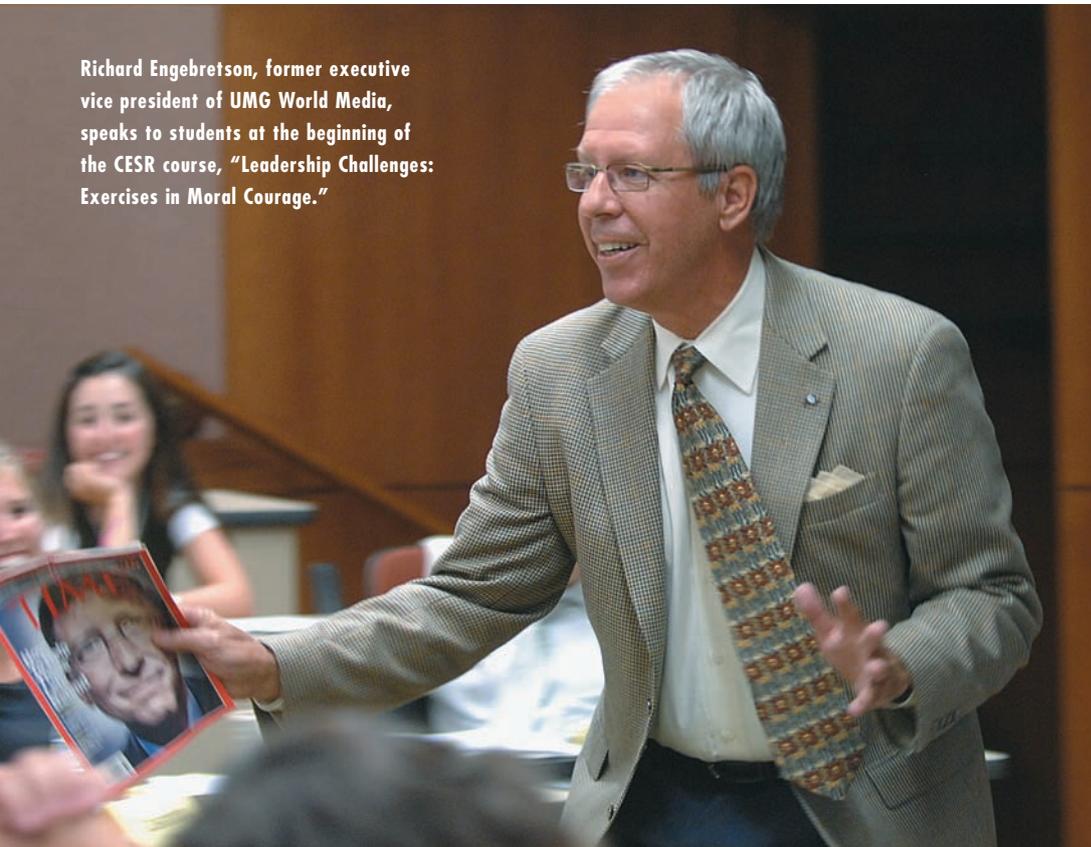
It's About Choices

The CESR undergraduate curriculum begins with "Introduction to Business," a required course for freshmen. The course requires students to ask themselves what kinds of business leaders they hope to become, says Sockell. During their junior year, students take "Business Applications of Social Responsibility," a required interdisciplinary course that centers on discussion of the role of business in society. Students prepare oral and written presentations in which they take stands on how business should behave and outline their personal values.

Sockell explains that the curriculum presents students with modern ethical dilemmas, so that they begin to ask themselves the big questions. For instance, should a company simply comply with the law? Or is it a business's responsibility to do more? CESR is designed to help students grapple with questions like these and make more conscious, deliberate, and ultimately more responsible choices, Sockell says.

The last piece in the CESR required curriculum is a cap-

Richard Engebretson, former executive vice president of UMG World Media, speaks to students at the beginning of the CESR course, "Leadership Challenges: Exercises in Moral Courage."



“It’s amazing to see these juniors and seniors stand up to the CEO of a billion-dollar company and say, ‘You made a mistake.’”

—Donna Sockell, The University of Colorado, Boulder

stone course, where seniors focus on ethics in their chosen business disciplines.

In addition to those three courses, students can choose among three electives. In “Global Small Business: Learning Through Service,” students correspond with Peace Corps volunteers in seven countries, as well as with microcredit organizations Friendship Bridge and ACCION International, and conduct research to examine the challenges small businesses face in emerging economies. In “Finding Business Opportunities in a Resource-Challenged World,” students investigate case studies that explore how businesses not only cope with global environmental challenges, but also turn them into successful enterprises.

The program’s most intense and dramatic elective is “Leadership Challenges: Exercises in Moral Courage.” The course is based on separate visits of six high-level executives who present dilemmas they have faced—ones that served as “defining moments” in their careers because they were particularly difficult to handle emotionally, politically, and ethically. Sockell works with the executives to write about and discuss their stories in way that explains the problems without giving away their eventual solutions.

The class meets once every two weeks, devoting two periods to a single problem. In one class, an executive provides a written context for the difficult decision he or she had to make. Over the following two weeks, four teams of six students each meet outside class to study the problem, discuss its ethical implications, and choose what they believe to be the most responsible solution. Then, in the next class, they present their solutions to the executive, who critiques their approaches before revealing how the problem was actually handled.

The course also includes surprise visits from local executives who present students with “pop dilemmas,” which outline problems they’ve faced. Students then immediately break into discussion groups and design their own solutions. These surprise visits serve to show students that not every ethical problem is preceded by a case study and two weeks of discussion, Sockell says. “As executives, they’ll be making snap decisions on a daily basis,” she adds. “With the pop dilemmas, we’ve tried to simulate that environment.”

Executives have come to the class from companies such as BP Lubricants America and Target Corporation. The dilemmas they present run the gamut. Should a manager accept a bribe in an industry where bribery is common-



Liam Killean, CEO & President of Storck USA and Benedicks, Ltd., presents an ethical dilemma to Leeds students.

place? Would a company violate its code of ethics by holding a business luncheon at Hooters, a mainstream restaurant whose trademark is scantily clad waitresses? Or should a company locate its South American plant in an unsafe neighborhood where most of its employees reside, or in a safer neighborhood where employees would have to travel farther to get to work?

What’s so powerful, says Sockell, is how engrossed students become in these

problems and how passionate they are during their presentations. And once they learn the real-life ending to the story, they are not shy about criticizing the result. “It’s amazing to see these juniors and seniors stand up to the CEO of a billion-dollar company and say, ‘You made a mistake,’” says Sockell.

It’s that kind of intimacy that makes the course incredibly selective—it accommodates only 24 students. Faculty and staff nominate students for the course, and Sockell selects the final 24. “These executives are discussing moments that are very personal, and we want to create an environment where they can talk about their private feelings and struggles at the time,” she says. “We also want to present executives with students who are the most capable of tackling intellectual challenges.”

It’s Not About ‘Teaching Ethics’

The CESR curriculum continues into the MBA program with two electives: “Topics in Sustainability” and “Social Entrepreneurship in Emerging Markets.” With courses like these fully established across the curriculum, the Leeds School plans to quantify the effects these courses have on students’ outlooks and behaviors.

The program is working with researchers at schools in the United Kingdom and Japan to survey students before and after their study of business values and social responsibility. The goal is to ensure that these experiences actually inform students’ decision making after graduation.

These courses aren’t designed to “teach ethics,” Sockell emphasizes. Instead, they’re designed to teach students to ask questions about what they think businesses should be doing in society—should they be improving the environment, maximizing shareholder profit, or both? Should they be trying to solve problems such as poverty? “We want to give them all the permutations,” says Lorna Christoff, CESR’s program coordinator. “Then we say to them, ‘OK, now you choose what you will do.’”

“The purpose of the climb is to push students beyond what they perceive to be their personal limits and what they think they could ever accomplish.”

To the Mountaintop and Back

“Leadership on the Edge”

Bloomsburg University College of Business

Bloomsburg, Pennsylvania

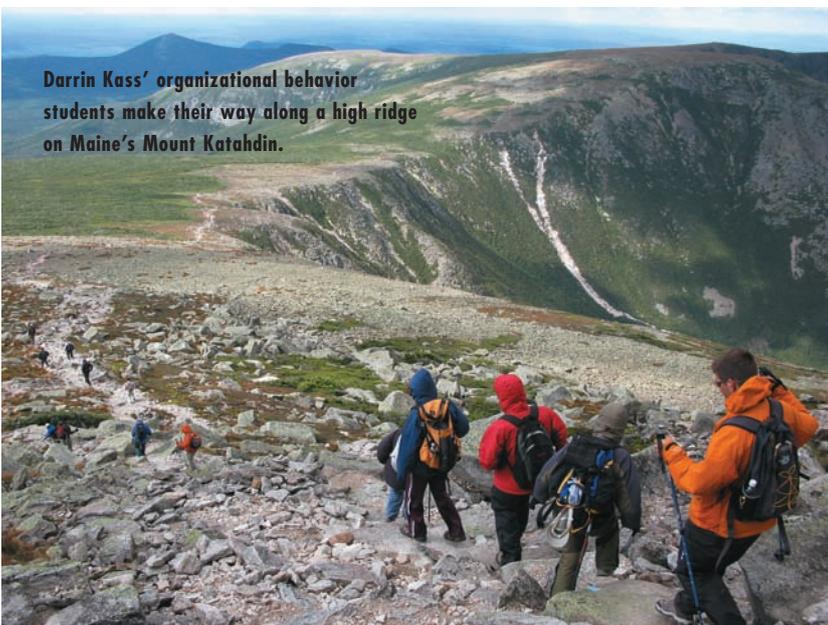
The Bloomsburg University College of Business takes its students to the mountaintop—quite literally. As part of its “Leadership on the Edge” program, ten to 12 first-year MBA students climb the “Knife Edge,” a rocky ridge atop the 5,268-foot-high Mount Katahdin in Maine’s Baxter State Park. The students make the climb as part of an organizational behavior course taught by Darrin Kass.

For the last two years, Kass has scheduled the climb for September during Labor Day weekend. On Friday, students make the 12-hour drive to a site near the base of the mountain. They set up camp there on Friday and Saturday nights to prepare for the expedition; they complete the climb on Sunday and return on Monday.

The climb builds the group’s leadership and team-building skills, says Kass. It also helps each student develop courage and self-awareness—key components of effective leadership—before classes even begin.

Dramatic Learning

Before the trip, students break into three teams that are responsible for either planning the schedule for the climb,



Darrin Kass’ organizational behavior students make their way along a high ridge on Maine’s Mount Katahdin.

buying the groceries, or gathering the appropriate gear. Students also prepare for the challenges they’ll face with a high-ropes course run by Quest, a leadership development program at Bloomsburg University.

Guiding students on the climb are Kass and Roy Smith, director of Quest. Kass and Smith are there not only to bring the students through the experience safely, but also to remind them of their responsibilities to the group. For example, stronger, faster hikers often move far ahead of the group in the beginning, Kass explains. But soon, they learn that they can be of greater service to the team if they stay back to help others succeed than if they become the first to make it to the top.

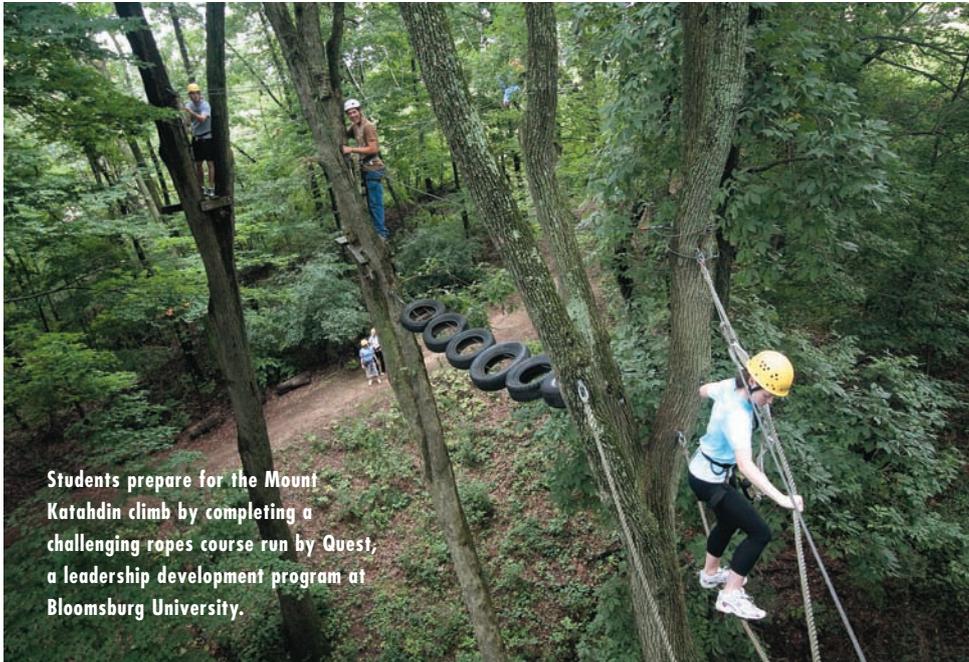
Kass teaches two sections of organizational behavior each fall, but only one section makes the climb. Students who self-select into the climbing section understand they will be hiking up and down a mountain, but they think it will “just be a really long walk,” says Kass. They don’t realize how difficult the climb will be. To finish, they’ll have to scramble up and down steep and craggy rock faces, keep their balance in 25 mile-per-hour winds, navigate paths along 1,000-foot drops, and endure the nine-hour climb to the top and the seven-hour descent down the other side.

Students also must conquer “The Notch,” a valley of jagged rocks that climbers refer to as the “hardest mile” of the trail. The Notch serves as one of the most dramatic moments of the experience, says Kass, who requires students to decide as a group how will they navigate the terrain. They can choose the quicker but steeper path, but all team members must possess the strength to support their own body weight as they climb down a knotted rope. Or they can choose the less steep path, which is safer but more arduous and requires all team members to slowly and painstakingly navigate a morass of jutting rock.

The point of this trip isn’t to train students to become mountain climbers—although by the end, they have more experience in that area than they ever expected. The purpose, says Kass, is to push them beyond what they perceive to be their personal limits and what they think they could ever accomplish.

A Film for Fund Raising

The trip is expensive to offer—although students pay only \$50 each to make the climb, the true cost of the trip is between \$6,000 and \$8,000 for the group. For that reason, Kass is always seeking



Students prepare for the Mount Katahdin climb by completing a challenging ropes course run by Quest, a leadership development program at Bloomsburg University.

Redefining Leadership

Many students come to unexpected realizations about the definition of leadership as well. For instance, one of Kass' students who participated in the 2008 climb was Maryann, the manager of a counseling agency. In the film, she notes that she was used to being in complete control of her staff and its direction. "On the Knife Edge, I was out of control. I was not in my element," she says. "And it was people who had no experience as managers, who were just out of undergraduate school, who had the ability to get us to the summit."

Others in that group realize that even those who struggle can provide inspiration to the group as a whole. Michael, one of the

stronger climbers profiled in the film, is particularly inspired by Tatiana's struggle to complete the climb.

"I looked at her and thought, 'I'm in so much pain, but she is in ten times more mental anguish than I am in,'" he says. As he watched her overcome her fears, he adds, it inspired him to keep going even when he wanted to quit.

By tackling Katahdin, students learn the dynamics of teams and leadership, Kass emphasizes. They also learn to deal with unexpected obstacles. During the 2008 climb, for instance, the group was besieged by a hailstorm. In 2009, one student injured her knee and needed to lean on others to complete the climb. In each scenario, students must grapple with the situation at hand and think through their next steps—just as they'll have to do throughout their careers.

Kass would like more students to make this climb, but its sheer magnitude makes that prospect difficult—it takes him at least two weeks to recover from the trip. But he is considering taking a second class on a winter expedition up Mount Washington, the highest peak in the White Mountain range in New Hampshire.

Kass compares the "Leadership on the Edge" experience to programs like "Outward Bound," which leads groups on expeditions into the wilderness to encourage self-discovery and build character. "No traditional field trip," he says, "will help students get down to what it really takes to lead."

Not So Smooth Sailing

*Goizueta Advanced Leadership Academy
Goizueta Business School
Emory University
Atlanta, Georgia*

Business leaders are often asked to “take the helm,” but few quite so literally as participants in the Goizueta Advanced Leadership Academy (GALA). The semesterlong leadership development program for second-year MBAs ends with an intense capstone experience—a five-day sailing excursion around the British Virgin Islands. The trip is designed to push students far beyond their comfort zones and into their potential as leaders, says Kore Breault, the school’s senior associate director of development.

Only 30 of Goizueta’s 200 MBA students were selected to participate in GALA in 2010, Breault explains. Applicants to the program each submit a leadership development plan and a statement of intent, and then interview with a GALA graduate. Those chosen for the spring program take part in experiential learning exercises, such as ropes courses, orienteering challenges, and improvisation exercises. They also hear a variety of guest speakers who discuss their own leadership challenges.

In April, students traveled with faculty and executive advisors to the British Virgin Islands to complete the course’s final project. Goizueta works with Florida-based Offshore Sailing School to design and oversee the sailing challenges. Once students arrive, Offshore instructors teach them the basic sailing terms and techniques they’ll need to know to sail the boats themselves.



GALA participants use their newly learned sailing skills to complete a day’s challenge (above and below, lower left).

After some practice, students form teams, each taking charge of a boat where they’ll put their newfound knowledge to the test. For the next five days, under the guidance of advisors and Offshore instructors, they complete a series of sailing competitions. For example, one day in this year’s challenge, student teams had to sail their crafts around a number of islands and make it to the finish line within a certain time frame. Another day, they had to complete a journey between two points—without speaking to each other.

Students are told what each day’s task will be the night before, so they can strategize the best approaches with their teams. They also frequently change roles—one day a student might be the captain; the next, the ship’s cook.

Most students come to the sailing challenge with no prior sailing backgrounds, which only intensifies the experience, says J.B. Kourish, the school’s associate dean of full-time and evening MBA programs. The point of the program’s structure, Kourish explains, is to teach students to cope with stress, uncertainty, and change.

“They have to deal with ambiguity and make decisions on the fly, while keeping an eye on what their competitors are doing,” says Kourish. “They have to make their own decisions and choose their behaviors based only on what they see happening around them, just as they’ll have to do in the real business world.”

Phil Reese, a member of Goizueta’s Advisory Board and chairman of New York City-based WJB Capital Group, acted as a facilitator in 2009. A longtime sailor himself, Reese views sailing as a natural metaphor for the changing economic and competitive climate of business.

“Each student learns what it means to manage in ambiguity, with imperfect information,” Reese says. “They have to understand quickly the strengths and weaknesses of their team members and adjust their responses, as leaders and as

“We weren’t being asked to calculate a financial ratio. We had to constantly engage with what was happening and figure out our next move.”

—Meredith Swartz, MBA '09

followers, to changing circumstances. These are life lessons as well as keys to success in business.”

Among this year’s participants was Liz Stanton, who was captain of her boat the day of the silent challenge, during which she and her teammates were only allowed to talk to each other for two minutes at the top of each hour. “Without speaking, I had to learn how to react and respond to the stress, while still guiding my team to its destination,” Stanton says. “I’m now much better prepared to handle high-stress situations in the business environment.”

Another lesson of the sailing expedition also surprised participant Kate Pientka—she learned how to be not only a more effective leader, but also a more effective follower. “For me, this wasn’t about developing my leadership ability, but

about learning how supportive and valuable I could be as a follower,” she says. “There are many brilliant people in MBA programs, and it’s sometimes difficult for them to step out of their natural tendency to take the lead. But they have to know how to follow if they’re going to work well on teams.”

These kinds of skills have been invaluable to Meredith Swartz, a 2009 GALA participant who now works in Atlanta as a healthcare consultant. “On the boat, we had to wing things a lot—and MBAs do not like to wing things! We weren’t being asked to calculate a financial ratio. We had to constantly engage with what was happening and figure out our next move,” Swartz says. That training has helped Swartz work in an industry facing an uncertain future due to current healthcare reform legislation.

Swartz is well aware that MBAs are often criticized for “not being able to function in ambiguity.” She believes that a program like GALA can go far toward answering that criticism. “It teaches students to think and sends them out to get the information they need, rather than just handing it to them.”

That’s exactly the intent of GALA’s capstone experience, says Kourish. “It’s the emotional intensity of the experience that pushes people to understand themselves and how they work within a group of people. That understanding is what leadership is all about.”



Out of Their Comfort Zones

These three programs suggest that great leadership can come in many different forms and be cultivated in a variety of ways. It incorporates traits like self-awareness, curiosity, perseverance, courage, a willingness to serve others, and a willingness to push beyond perceived limits. The directors of these programs believe that students with these traits will exhibit strong leadership, whether or not they’re literally at the front of the pack.

They also agree that well-designed, out-of-the-box experiential learning activities can inspire courage and leadership skills in almost any student. Students will not grow, they say, unless they are moved outside of their comfort zones and compelled to tackle the complexities and emotional minefields that business leaders face on a daily basis. And when students enter unfamiliar territory, business educators can help them navigate the terrain, adapt to adversity, and develop the skills that all great leaders possess. **Z**

Brand & Deliver

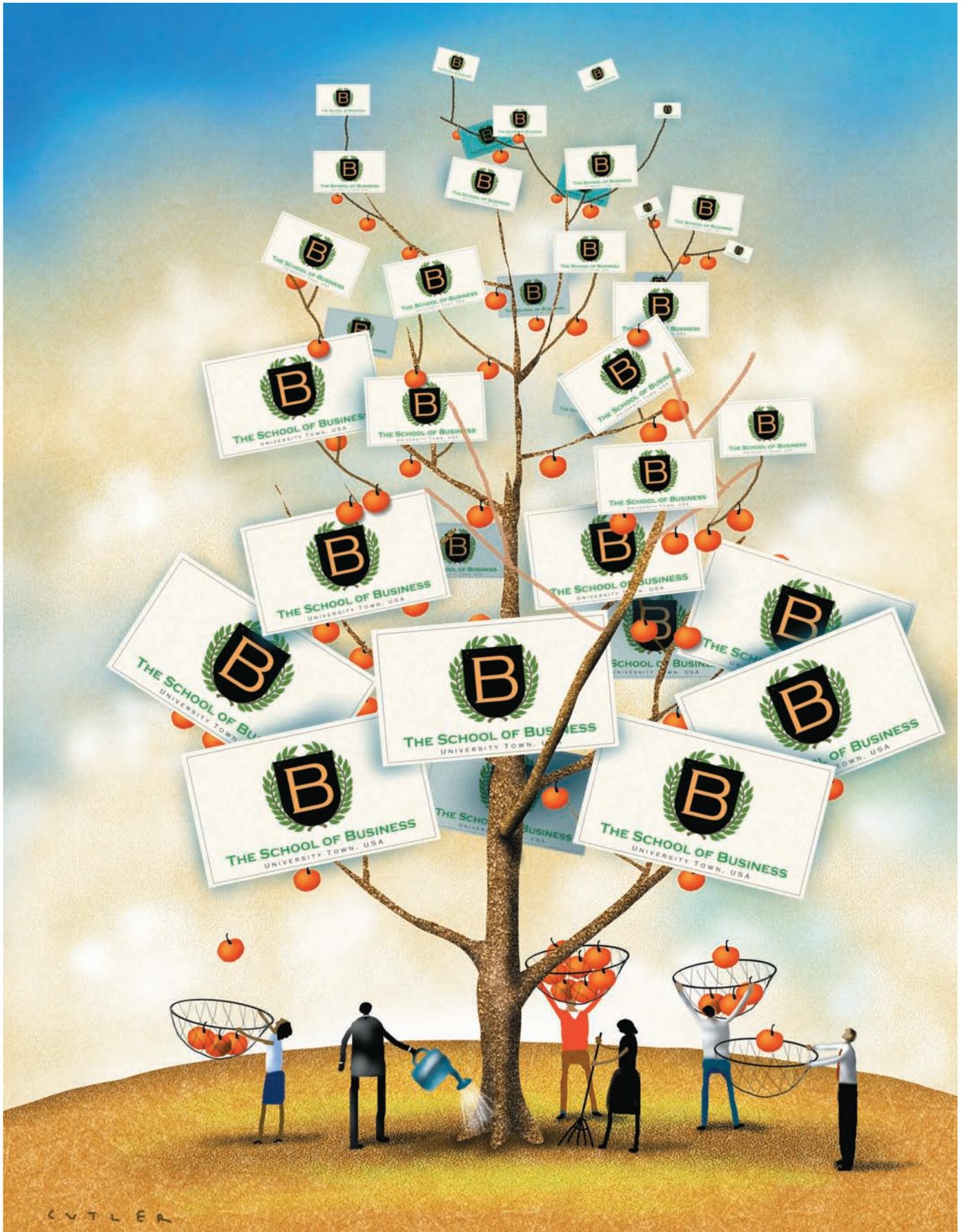
by Tricia Bisoux

A business school can spend years establishing and reinforcing its brand. But a strong brand may not be enough. A school also needs a clear statement of purpose—a meaningful touchstone—to lead its community in a single direction and lend new significance to its teaching, research, and overall mission.

Several years ago, educators at the University of Notre Dame's Mendoza College of Business in Indiana faced this dilemma. They understood that Mendoza was known for its emphases on ethics, corporate responsibility, and values-based business practices, but they realized that they lacked consensus on how to translate, communicate, and represent that identity on a daily basis.

"We hadn't asked ourselves the question, 'What do we *mean* by ethics?' We had not yet determined our definitive point of view," says Carolyn Woo, Mendoza's dean. Without that set standard, different departments used different styles in their communications. Faculty carried out research that, while often centered on ethics, did not share a common vision.

A business school's brand may say, "This is who we are," but not necessarily, "This is what we do." For the University of Notre Dame's Mendoza College of Business, this realization sparked an effort to translate its ethics-based reputation into a concrete call to action.

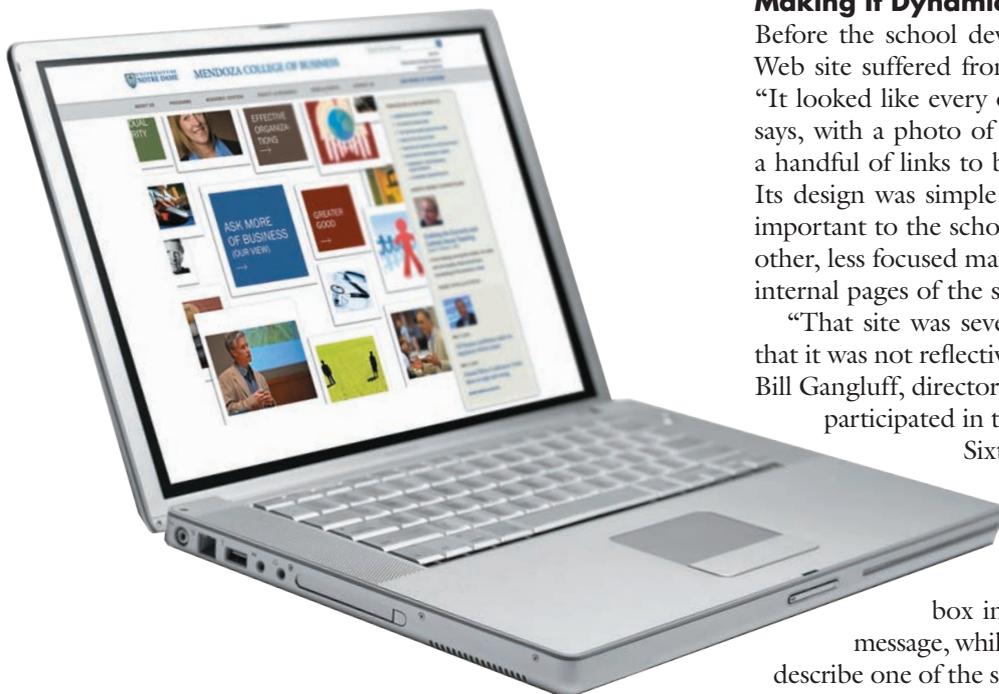


In January of 2008, Woo and Edward Conlon, the Edward Frederick Sorin Society Professor and associate dean at Mendoza, began to discuss how the school could better clarify its objectives when it came to teaching business. They convened a task force that examined the school's offerings, spoke with faculty and administrators, conducted focus group discussions, and interviewed communications professionals from other business schools about their approaches to communicating their own schools' values-based efforts. Their goal was twofold: to craft a statement of purpose that Mendoza's community could follow and translate that statement into action.

Making It Real

The task force first gathered different focus groups of staff, faculty, alumni, and employers to discuss what they thought drove the school's ethics-based mission. The challenge was to analyze these diverse conversations and identify the common ideas that emerged. Participants returned to three themes again and again, says Woo: the integrity of the individual, the ethical systems within effective organizations, and the belief in business as a force for the advancement of society.

The school now includes all three ideas as the pillars supporting its activities. "This wasn't a branding issue—it was a call to action," Woo says. "It was about taking what was implicit and making it explicit."



The next challenge was to brainstorm a concise message that would encompass these three themes and express the school's new strategic approach in a fresh way. "We deliberately banned the words 'leadership' and 'excellence' from our discussions," says Woo. "We felt that business schools now use those words so readily that they don't mean as much anymore."

One phrase, "Business for Good," won the team's approval, but it was trademarked by another organization. Several meetings later, the team came up with a message that they unanimously liked even better than the first: "Ask More of Business." They began a complete redesign of the school's Web site and marketing materials and rethought the way the school would communicate to its internal and external stakeholders.

The final challenge turned out to be greater than any of them had expected: In late 2008, when the school planned to roll out its "Ask More of Business" campaign, the financial markets crashed. "We wondered if people would think we were crazy to 'ask more of business' at a time when the business markets were so wounded," says Woo. "But we weren't asking people to work harder or put in more hours. We were asking them to pay more attention to the systems in which they worked. It was the lack of this kind of attention that caused the crash in the first place."

Making It Dynamic

Before the school developed the "Ask More" message, its Web site suffered from a lack of clear direction, says Woo. "It looked like every other business school's Web site," she says, with a photo of the school, a navigational menu, and a handful of links to brochure information and news items. Its design was simple and clean, but the information most important to the school's central mission was mixed in with other, less focused material—or worse yet, buried within the internal pages of the site.

"That site was seven or eight years old—we recognized that it was not reflective of us as a learning community," says Bill Gangluff, director of marketing and Web strategies, who participated in the initiative.

Sixteen staff members worked to redesign the site to reflect the school's new-found direction and strategy. Today, visitors are met with an interactive series of colorful boxes—one large box in the center contains the "Ask More" message, while three others each contain phrases that describe one of the school's driving motivations: individual

“We deliberately banned the words ‘leadership’ and ‘excellence’ from our discussions. We felt that business schools now use those words so readily that they don’t mean as much anymore.”

—Carolyn Woo, University of Notre Dame

integrity, effective organizations, and the greater good. Other boxes highlight images selected to represent the school’s more defined sense of identity.

When visitors place their mouse arrow over a box, its contents switch to a new message related to a particular ethics-based topic. When visitors click on that message, a new larger box appears with an introduction and link to related articles, research, and information.

The new site builds direct avenues from the home page to information about the school’s focus on ethics and social responsibility, says Gangluff. It also includes an added feature: a commentary section that provides faculty with a dedicated platform to discuss specific current events in business.

The multiple-box format is designed to be flexible, user-friendly, and distinctive enough to have the staying power to serve the school’s needs for years to come, says Gangluff. More important, the new Web site and supporting marketing materials unify departments in a way they weren’t before.

“Although we all had the same DNA, so to speak, each program was allowed to interpret that code in different ways. One degree program might have had a completely separate positioning line from another,” he says. “Now, everyone’s on the same page.”

Making It Meaningful

The “Ask More” initiative has helped the school bring even more passion to its ethics-based curriculum, says Conlon. “Over the last couple of years, we have worked to make these issues even more real and relevant for our students,” he says.

For example, faculty revised the first ethics course that Mendoza’s MBA and executive MBA students take, “Foundations of Ethical Business Conduct,” to expose students to major ethical perspectives that people have conceived over the course of history. They then discuss how these perspectives apply to business. The course also now includes “front-line ethics experiences,” where students submit for discussion ethical challenges they’ve faced in the workplace.

The school’s schedule includes four-day courses in the middle of each semester called “Interterm Intensives.” During these courses, all first-year MBA students tackle a current corporate social responsibility case facing a major corporation. They work closely with company executives to analyze the issue and present their findings to a panel of judges. In fall 2008, students worked with Coca-Cola executives; in fall 2009, representatives from GE participated. Interterm courses for second-year MBAs involve both ethics-based and mainstream business problems; some students participate in two-week immersions overseas.

These and other established courses have taken on new importance, says Conlon. He refers to Mendoza’s outreach course, “Business on the Front Lines,” which sends three teams of six students each to former war zones. Last year, teams traveled to Bosnia and Lebanon; this year, three teams traveled to Lebanon, Kenya, and Uganda. While there, students conducted research and offered recommendations for rebuilding businesses in those regions that have been affected by conflict.

“What we do in courses like this has become more concrete for us. It’s more grounded in the realities of business,” says Conlon.

The “Ask More” message was implemented at a very serendipitous time in history, he adds. “We want to make it real for our students that business isn’t the creator of problems—it’s the solver of problems,” says Conlon.

Making Good on a Promise

Mendoza’s process mirrors that of many companies, says Conlon. He points to Whole Foods’ commitment to promoting healthy lifestyles and to GE’s “eco-imagination” initiatives. “The best companies have a sense of purpose that goes beyond profitability,” he says. He believes that business schools, too, can achieve more by making a public statement of commitment to their ideals.

Conlon already has noticed a change in the way prospective students view the school. When he attends information sessions, he asks each individual why he or she wants to attend Notre Dame. In the past, many have mentioned characteristics such as the university’s location, football team, and financial aid packages. “I don’t hear these answers much anymore,” he says. “These days, 90 percent of them say that they want to come here because of our emphasis on ethics and social responsibility.”

The school’s challenge is to make good on those expectations. “We must stay true to our message and deliver to students what we’ve promised them—an education that allows them to leave here with a unique point of view and a belief that the purpose of business is more than maximizing shareholder wealth,” Conlon says.

Mendoza’s efforts to translate its brand into an actionable set of principles centered on its particular interests, but the process can be meaningful for any business school, say Woo and Conlon. By crafting a precise statement of purpose, a business school gives the members of its community a clear sense of how their efforts contribute to a larger set of objectives. Moreover, it can strengthen their affiliation with—and enthusiasm about—the school and its mission. ■

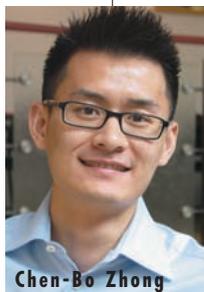


Food for Thought

Fast food developed in response to

Americans' search for convenience, but its effect on the psyche might be much more sinister, according to researchers Chen-Bo Zhong and Sanford DeVoe of the University of Toronto's Rotman School of Management in Canada. In fact, just seeing the McDonald's golden arches can make people impatient, even if they don't step inside for a quick meal.

In one experiment, Zhong and DeVoe exposed participants to fast food symbols such as the golden arches on a computer screen for only a few milliseconds—participants were not consciously aware of the images. Next, the researchers asked them to complete a reading task. They found that those exposed to the images completed the reading task faster



than those in a control group, even though increased speed offered no advantage.

Two other experiments also found that participants' need for speed and instant gratification increased after exposure to images related to fast food. For instance, participants asked to recall a meal at a fast food restaurant were most likely to prefer time-saving products. Those exposed to fast food logos also were more likely to choose a smaller sum of money today over a much larger sum in the future.

These findings indicate that fast food can alter how people experience their leisure time, say the researchers. "The goal of saving time gets activated upon exposure to fast food regardless of whether time is a relevant factor," says Zhong.

"For example, walking faster is time efficient when one is trying to make a meeting, but it's a sign of impatience when one is going for a stroll in the park."

The researchers say they can't be certain whether fast food is the cause or the effect of society's increasing emphasis on time efficiency. But fast food has effects that go beyond the nutritional, says Zhong. "It is also influencing our everyday psychology and behavior in a wider set of domains than was previously thought."

The paper "You Are How You Eat: Fast Food and Impatience" is forthcoming in the journal *Psychological Science*. The complete study is available at www.rotman.utoronto.ca/newthinking/fastfood.pdf.

'Alone Time' Is Better For Brainstorming

Companies that want to innovate may need to provide employees time for solo brainstorming before asking them to bring their ideas into a group. In fact, traditional group-oriented brainstorming may actually hinder idea generation, according to a study by Karan Girotra, professor of technology and operations management at INSEAD in Fontainebleau, France; and Christian Terwiesch and Karl Ulrich, operations and information management professors at The Wharton School at the University of Pennsylvania in Philadelphia.

The researchers say that a hybrid approach to innovation—in which people brainstorm on their own before doing so in a group—brought better ideas to the table. In addition, they found that the best idea that emerged from a hybrid process was superior to the best idea that emerged from a traditional group model.

The researchers divided 44 undergraduate and graduate students into groups of four. They then asked them to think of new student-friendly products for a fictional sports and fitness company, employing the hybrid process and the traditional team process separately. Students presented 443 ideas, ranging from an odor-reducing trash can to a water bottle





with its own filtration system. Their ideas were then evaluated by independent reviewers.

The reviewers rated the ideas produced via the hybrid process as 30 percent better than those produced by the team process. Moreover, students presented three times as many ideas using the hybrid method than they did using the team method—meaning that a hybrid approach to brainstorming increases both the quality and quantity of ideas.



The authors cite several reasons for these results. In group settings, people may censor themselves more or may be distracted by excessive conversation. Group settings also may encourage some people to become passive and let others do the talking. Or, a group may collectively latch on to one idea too quickly, so that better ideas are never heard.

The hybrid process, on the other hand, allows all team members to think of anything and everything. It also gives them the opportunity to present their ideas completely before a review process begins.

In the study, the authors admit that their experiments had limitations—for instance, while the participants were coached in the

idea-generation process, they did not have much time to get to know each other or develop “collective experience,” as they would in many real-world work settings.

The authors also suggest that not all employees may be cut out for the brainstorming process. “An optimal process may be to first screen the pool of individuals for the highest performers and then employ only them in subsequent idea generation efforts,” the authors conclude in their study. They note that this idea could be a subject for future research.

Their paper “Idea Generation and the Quality of the Best Idea” appeared in the April 2010 issue of *Management Science*. It is available online at knowledge.wharton.upenn.edu/papers/download/051210_Terwiesch_Ulrich_Creativity.pdf.

■ Computer-Driven Trading Improves Liquidity

Three researchers have examined how computer-driven market trading based on algorithmic formulas affects market efficiency. They find that such high-speed trading improves market liquidity and makes stock prices more reflective of supply and demand.

The research was conducted by Terrence Hendershott, an associate professor at the Haas School of Business at the University of California, Berkeley; Charles Jones, professor of economics and finance at the Columbia University Graduate School of Business in New York; and Albert Menkveld, associate professor of finance at Vrije Universiteit Amsterdam in the Netherlands.

The three looked specifically at algorithmic trading (AT), which they define as “the use of computer algo-

rithms to automatically make certain trading decisions, submit orders, and manage those orders after submission.” They examined the growth of AT and the liquidity trends in the New York Stock Exchange between February 2001 and December 2005.

The researchers chose that time frame because of a change in the NYSE’s trading practices in 2003. That change sped up how fast data was delivered to market participants. The upgrade and increased algorithmic trading were introduced across stocks over time, allowing later affected stocks to act as a control group.

As the use of AT increased during the time frame of the study, so did market liquidity. The authors suggest that AT lowers the cost of trading and narrows the spread between the stock’s bid and ask price. It also reduces trade-related discovery—in other words, market activity more truly reflects actual supply and demand.

Their paper “Does Algorithmic Trading Improve Liquidity?” is forthcoming in the *Journal of Finance*. The study is also available at faculty.haas.berkeley.edu/hender/Algo.pdf.

■ The Risk of Innovation

Innovation can be a boon to the economy, but it’s a boon that may be unequally shared among different generations of workers. While innovation may drive profits for newer companies and younger workers, it can put older companies and workers at a disadvantage. Authors of the paper “The Demographics of Innovation and Asset Returns” find that innovation can increase competition, reduce profits of existing businesses, and erode the human capital of older workers who are generally less

able to adapt to emerging technologies.

The paper was authored by Nicolae Gârleanu, associate professor of finance at the University of California Berkeley Haas School of Business; Leonid Kogan, professor of management at the Massachusetts Institute of Technology's Sloan School of Management in Cambridge; and Stavros Panageas, assistant professor of finance at the University of Chicago Booth School of Business in Illinois.

The researchers examine a phenomenon they call the "displacement risk factor," which pushes older workers to the periphery during times of innovation. "Newer



generations have more relevant skills, earn higher wages, and introduce new companies into the market," says Kogan. "Older workers don't benefit as much from the introduction of those new businesses."

Using aggregate data to measure the effects of innovation can be misleading because it fails to take into account the displacement risk factor, the researchers say. During times of innovation, different households, representing different generations, will present varying rates of consumption and income growth. For that reason, the researchers advise economists to examine a cross-section of

households and take into account workers' ages when studying who benefits from innovation—and who doesn't.

Their paper is available at faculty.chicagobooth.edu/stavros.panageas/research/OLG_Riv_current.pdf.

■ Better Decisions Through Nonconformity

Businesses that listen to minority points of view may make better decisions overall, say Christian Wheeler, professor of marketing at Stanford Graduate School of Business in California, and Kimberly Rios Morrison, assistant professor of communication at The Ohio



vide insights into the recent failures in economic theory and practice. With the help of \$5 million in funding from George Soros and James Martin, the partnering institutions will pursue interdisciplinary research projects and foster new curriculum development over the next five years. "Economics are subject to large shocks that alter previous relationships and lead to poor forecasts," says Sir David Henry, professor and director of INET. "The institute will play a key role in advancing research to confront such issues."

UPCOMING & ONGOING

■ CENTER ON RESEARCH

Pepperdine University's Graziadio School of Business in Los Angeles, California, has opened its Center for Applied Research. It will emphasize research with direct application and relevance to working professionals and their organizations, says Linda Livingstone, dean of the Graziadio School. Marc Chun, the Julian Virtue Professor and associate professor of information systems, will direct the center.

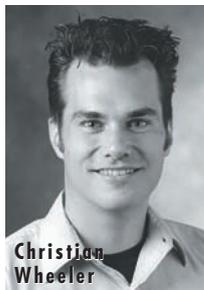
■ IBM @ TELFER

IBM and the University of Ottawa's Telfer School of Management in Canada will jointly invest \$4.8 million to create the IBM Centre

for Performance Management. Housed at Telfer, the center will focus on research into the use of business intelligence and analytics to improve organizational effectiveness. Over the next five years, IBM will invest more than \$2 million in funds and resources and \$1.8 million in hardware and software. Telfer will establish a \$1 million endowment fund at the Centre.

■ ECONOMIC THINK TANK

The University of Oxford's James Martin 21st Century School in the United Kingdom and the Institute for New Economic Thinking (INET) in New York City have formed an academic partnership to create an institute to advance economic thinking and modeling, as well as to pro-



Christian Wheeler

State University in Columbus. The reason? Those in the minority—due to race, gender, or other factors—may face more hostility at work, but their status also instills in them a clearer sense of identity and more strongly held opinions.



Kimberly Rios Morrison

Wheeler and Morrison conducted three related studies. In the first,

participants were asked whether they favored the death penalty in murder cases. At random, participants were told that their opinions were either in the majority or the minority of other people's views on the issue. In a follow-up survey,

■ FOURFOLD STRATEGY

Rouen Business School in France has reorganized its research strategy around four multidisciplinary centers focused on responsible leadership. The first center will focus on responsible finance to develop a greater understanding of complex financial products and accounting procedures; the second, on career development and work-life balance to examine today's career paths and employer-employee relationships; the third, on responsible consumption to examine issues relating to children's eating habits and prevention of childhood obesity; and the fourth, on distribution and supply chain management to study advances and trends in that field.

Bryant University President Ronald K. Machtley is proud to announce the appointment of

DR. JOSÉ-MARIE GRIFFITHS

to the distinguished position of Vice President for Academic Affairs



DR. JOSÉ-MARIE GRIFFITHS

- Distinguished policy expert, researcher, and administrator; experience includes work with the United Nations and NATO
- Presidential appointments to the U.S. National Science Board, President's Information Technology Advisory Committee, and the U.S. National Commission on Libraries and Information Science
- Professor and research scholar at eight national and international universities
- Panelist for agencies including the National Academy of Sciences, NASA, the U.S. Department of Energy, and the U.S. Navy
- Fellow, the American Association for the Advancement of Science
- Award of Merit from the American Society for Information Science and Technology

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those who had strong senses of self agreed with statements such as “I have a clear sense of who I am,” while those who didn’t agreed with statements such as “My beliefs about myself change very frequently.”

In the second study, participants were asked about their views on affirmative action. Those who believed their opinions were in the minority were more likely to report a stronger sense of identity than those who believed their opinions were in the majority.

In the third study, participants were placed into groups that were personally important to them in some way. Those who were told they held a minority opinion within that group reported stronger self-images; the more closely they identified with their groups, the stronger that self image became.

“Holding opinions that place one in the minority in an important group may help people simultaneously satisfy needs for belonging and distinctiveness,” suggests Wheeler. In fact, Wheeler and Morrison have found that the more people believe their opinions are in the minority, the more forcefully they’ll try to make sure their voices are heard.

People who are motivated to speak up can be useful to business organizations, the researchers suggest. By building a diverse workforce, says Wheeler, businesses can “prevent the kind of group-think that can be the death of any organization.”

Their paper, “Nonconformity Defines the Self: The Role of Minority Opinion Status in Self-Concept Clarity,” was published in the March 2010 issue of the *Personality and Social Psychology Bulletin*.

Beyond the Glass Ceiling

On their way to breaking through the glass ceiling, women may battle the perception that they are more sensitive than men—and, as a result, not as capable. But once women make it to the C-suite, those biases may work in their favor, according to a study by lead author Ashleigh Shelby Rosette of Duke University’s Fuqua School of Business in Durham, North Carolina, and Fuqua doctoral student Leigh Plunkett Tost. They say that women executives who are seen as responsible for their own successes are also viewed as more competent and more relationship-oriented than men—and, ultimately, as better leaders.

In one study, Rosette and Tost asked 323 graduate and undergraduate students to review fictitious newspaper clippings featuring male and female CEOs. They then asked participants to evaluate those CEOs on their competence and relational characteristics. When the articles portrayed women CEOs as successful and gave them credit for

that success, the students evaluated them more favorably—as both more competent and more relational—than comparable male CEOs.

In another study, Rosette and Tost asked more than 100 graduate and undergraduate students to review job descriptions

and performance summaries for fictitious employees and then provide their own evaluations. Although both top executives and middle managers were described as successful, students evaluated females more favorably than males only if they held top-level positions. Students rated these women as more competent because they had faced double standards and triumphed over obstacles.

“The business mantra to ‘think leader, think male’ may begin to fade as employees and other stakeholders gradually begin to value those leadership skills that focus on relationships,” says Rosette. The irony, she adds, is that the same perceptions that serve as obstacles to women may become advantages once they rise to senior-level positions.

Their paper, “Agentic Women and Communal Leadership: How Role Prescriptions Confer Advantage to Top Women Leaders,” appeared in the March 2010 issue of the *Journal of Applied Psychology*.



Ashleigh
Shelby Rosette



Leigh
Plunkett Tost



STUDY BRIEFS

INDEX OF INNOVATION

The Marshall Center for Global Innovation at the University of Southern California in Los Angeles has developed an innovation index based on five market-based metrics. To create the index, co-authors Gerard Tellis of USC and Andreas Eisingerich of the Imperial College Business School in the United Kingdom looked at a sample of companies drawn from *Fortune's* list of the 300 largest U.S. firms and *BusinessWeek's* list of the 100 most innovative firms between 2004 and 2008. They found that not only does a company's level of innovation predict its financial performance, but also that \$10,000 invested in the top 20 firms in their innovation index between 2004 and 2008 would have yielded a 46 percent higher return than the same amount invested in the S&P 500. The authors plan to update the study to include data from 2009 and 2010, as well as test the performance of the index with real investments. The full report is available at www.marshall.usc.edu/cgi/innovation.

CONSIDERING CLIMATE CHANGE

When companies consider their near-term strategic plans, they should include climate change in their equations, says Martina Linnenluecke, a doctoral student at the University of Queensland Business School in Australia. In her recent dissertation, Linnenluecke notes that many companies—even those with infrastructure in disaster-prone regions of the world or those reliant on stable climate conditions—have yet to assess their own vulnerabil-

ity to climate change and extreme weather events. But it's an investment they *can't* put off, she argues. "Organizations should think about their ability to resist certain impacts and to recover from others, and also ask, 'What is the amount of change we are able to withstand?'" she says. Linnenluecke worked with Andrew Griffiths, a professor of business and sustainable strategy at UQ, to complete her research. Their paper "Beyond Adaptation: Resilience for Business in Light of Climate Change and Weather Extremes" is forthcoming in *Business & Society*.

JUST A TOUCH

A simple pat on the back can encourage an employee to take more risks—just make sure that pat comes from a woman. That's according to researchers Jonathan Levav, associate professor of business at Columbia Business School in New York, and Jennifer Argo, an associate professor in the department of marketing, business economics, and law at the University of Alberta School of Business in Canada. Levav and Argo set



MICHELE CONSTANTINI/PHOTOLIBRARY

up experiments where participants were asked to choose whether or not to take a financial risk. Before they made the choice, however, some received a pat on the back from a woman, some from a man, and some received no touch at all. Those who received a woman's touch were 50 percent more likely to take the risk than those who received the pat from a man or no pat at all. The researchers also found that a handshake from either gender had no effect on risk taking. "Physical Contact and Risk Taking" is forthcoming in *Psychological Science*.

RESEARCH RECOGNITIONS

■ **Michael Luthy**, professor of marketing at Bellarmine University in Louisville, Kentucky, has been awarded the Fulbright Enders Visiting Chair in Canada-U.S. Relations by the Council for International Exchange of Scholars. For his research, Luthy will interview government officials and ambassadors stationed in Canada to study the role of embassies in fostering investment, trade, and entrepreneurship in their home countries.

■ **Terence Mitchell**, professor of management and organization at the University of Washington Foster School of Business in Seattle, has received the 2010 Lifetime Achievement Award from the Organizational Behavior Division of the Academy of Management. The award is designed to recognize an outstanding scholar whose research and service have made an indelible contribution to the discipline of organizational behavior. **Z**

Technology



Beans, the student-run coffee shop at the DU's School of Hotel, Restaurant, and Tourism Management, has added mobile point-of-sale to teach students to use mobile technologies effectively.

Using Mobile to Pay and Learn

Like managers in many industries, those in hospitality expect that mobile technology will change the way they handle transactions and interact with customers. That's why the School of Hotel, Restaurant, and Tourism Management (HRTM) at the University of Denver's Daniels College of Business in Colorado wanted to do more with mobile technology within its facilities, says David Corsun, the school's director.

HRTM recently partnered with Mocopay, a software-as-a-service vendor, to enable students to use their mobile devices to pay for food and beverages at Beans, the school's

student-run coffee shop. Users will be able to check their account balances, add funds to their accounts, and access their transaction histories within the platform. In turn, the students who manage Beans will use the system to send mobile marketing messages on its products to patrons.

The technology is more than a convenience, Corsun adds. It's a learning tool within a school that is, in itself, a large living laboratory. In addition to the coffee shop, students manage HRTM's 2,800-square-foot kitchen, beverage management center, front desk operations center, and

170-person dining hall. They choose the promotional messages that run on the school's digital signage, learn to use property management software, and take a technology course that covers the latest best practices in hospitality.

Mocopay and mobile technology also will be integrated into the school's courses and activities to reflect the technology's growing use in the industry. "We want to prepare students for the ways the hospitality industry is implementing the mobile point-of-sale systems, from a marketing side, a sales side, and a technological side," says Corsun. "We want to create opportunities for students to learn this technology so they're not seeing it for the first time when they start their careers."

Connecting Public to Policy with Mobile IT

Most policymakers would like to get more direct feedback from the citizens they serve, but they find traditional polling methods to be less than satisfactory. Asking citizens to complete surveys on government Web sites seems too passive; phoning citizens at their homes, too intrusive.

But what about tapping the power of the mobile phone? An international consortium of European universities and technology companies has embarked on a three-year Ubiquitous Participation for Policy Making (UbiPOL) Project. Supported by a €2.7 million grant (about US\$3.3 million) from the European Union, UbiPOL aims to develop mobile phone applications that will connect citizens to government and allow them to provide feedback on policies that affect their everyday lives.

The project is being led by Brunel Business School in the United Kingdom. UbiPOL includes two other academic institutions—Sabanci University in Turkey and the Covinus University of Budapest in Hungary. Also participating are the Barnsley Metropolitan Council, a government agency in the U.K.; telecommunications company Turksat, in Turkey; and Web map provider Basarsoft, also in Turkey. Three communications and technology companies also are involved, including PDM&FC in Portugal, IPA SA in Romania, and Fraunhofer FOKUS in Germany.

The UbiPOL partners plan to tap the General Packet Radio Service (GPRS) locator in mobile phones to pinpoint the relevant locations for each user. Then, it will develop software capable of soliciting and recording users' opinions about specific policies that affect those locations.



For instance, with the proper mobile application, a citizen could quickly let policy makers know that a poorly maintained road needs attention. Once developed, the technology will be tested in the U.K. and Turkey in four areas: the environment, urban planning,

household management, and health and safety.

“The consortium is working on ways of approaching citizens so they do not view the applications as interference by government,” says Zahir Irani, dean of Brunel Business School and UbiPOL coordinator. The ultimate goal of the project, Irani emphasizes, is to engage citizens in the political process on issues that affect them most. It’s an approach that promises to lead to “empowered decision making” by policymakers, he adds.

The private sector—Apple specifically—has led the way in the development of mobile phone applications for commercial gain, Irani points out. It makes sense for policymakers to use them to increase citizens’ participation in government.

Data mining and data privacy are faculty specialties at Sabanci University, says Yucel Saygin, a professor in the school’s Faculty of Engineering and Natural Sciences and a coordinator of a project called Mobility, Data Mining and Privacy (MODAP). As the software is developed, SU faculty will address two overarching concerns of UbiPOL—retrieving data that is useful to government and developing a secure system that citizens can trust.

“Mobility data is using mobile devices to capture data about the behavior and movement patterns of people through their devices,” Saygin explains. “But while doing that, we also must respect the privacy of individuals, which is a challenging task. MODAP and UbiPOL have great synergy, since privacy is one of the most important aspects of both projects.”

For more information on the project, visit www.ubipol.eu.



■ Texting While Learning

While some professors require students to turn off their cell phones during lectures, David McDonald, director of emerging technologies at Georgia State University’s Robinson College of Business in Atlanta, wants those phones on. Using a new Text Question System (TQS) that McDonald helped create, students can text their questions to a special number. Those questions are then displayed on a screen in front of the class.

It can be easy for shy students or those not proficient in the language to get lost in large courses, says McDonald. With TQS, students can ask questions and contribute to the class in a less intimidating way, using very familiar technology. With each texted question or comment, they also can accrue points that go toward their final participation grade.

McDonald first got the idea for TQS when he saw Atlanta-based Entercation using a similar system

to encourage fan participation at large sporting events. Fans' texts would be displayed on sports scoreboards and JumboTrons within sporting arenas.

In a classroom context, students' texts are quickly screened for inappropriate content before they are scrolled across the bottom of the professor's onscreen presentation. The questions are also stored on a class Web site, where Wiki technology allows the professor and students to respond and comment.

Georgia State and Entercation have partnered to adapt this technology to classrooms and conferences. Last spring, TQS was piloted in McDonald's course—as well as in 14 others on GSU's campus. The school plans to expand the system to other GSU courses in the fall.

NEWSBYTES

■ ONLINE ON THE RISE

In a survey of 277 of its member schools, AACSB International found that 9 percent of participants reported at least one online program in 2001–2002—that number rose to 24 percent in 2008–2009. Those reporting that they used online delivery methods increased from 1 percent to 3 percent in the same time frame. No schools surveyed offer an online doctoral program.

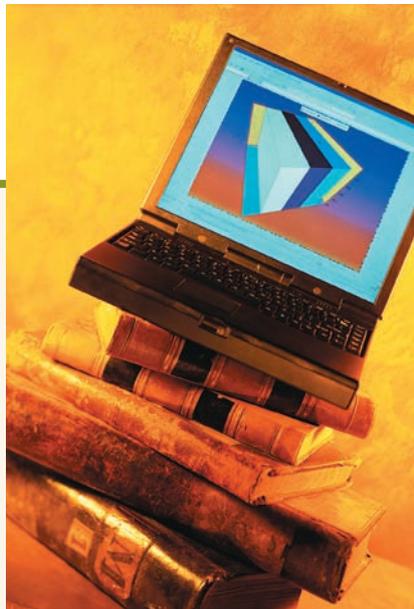
■ TRADING FLOOR AT GRENOBLE

In a partnership with Bloomberg, Grenoble Ecole de Management in France has set up a new on-campus trading floor. The facility is equipped with 12 dual computer monitors that provide finance and banking students access to

■ In Search of An Ed-Ready Device

As tablet and e-reader technology continues to advance, higher education institutions are searching for a device that will enhance student learning while reducing the need for paper and textbooks.

That device isn't Amazon's Kindle DX—at least, not yet, according to Michael Koenig, Darden's director of MBA operations. During the last academic year, students at the University of Virginia's Darden Graduate School of Business Administration in Charlottes-



Bloomberg's real-time financial and economic data. As part of the partnership, Bloomberg will teach courses, offer students an opportunity to pursue a Bloomberg University Certificate, and participate in joint research with Grenoble faculty.

ville were part of a pilot program testing the use of Amazon's Kindle e-reader in college classrooms. The students report that while the Kindle is great for reading, it doesn't yet have the features or flexibility to be useful in fast-moving learning environments.

Koenig noted that students couldn't move between pages, documents, charts, and graphs as quickly as they could with paper documents. While more than 90 percent of students recommended the device for personal reading, more than 75 percent would not recommend it to incoming Darden MBAs for use in the classroom.

Koenig says a handful of "power users" used the Kindle almost exclusively to prepare for class, but most turned to traditional paper-

■ SCIENCE & TECHNOLOGY

Nanyang Business School at Nanyang Technological University in Singapore and the Rady School of Management at the University of California, San Diego, are jointly launching a one-month, six-course advanced management program for leaders in the science and technology sectors. The Leadership and Innovation in Science and Technology (LIST) program will give scientists and IT leaders the management training they need to successfully bring their research discoveries to market. The first three courses will be offered in Singapore this November; the second three courses will be offered at the Rady School campus in the summer of 2011.



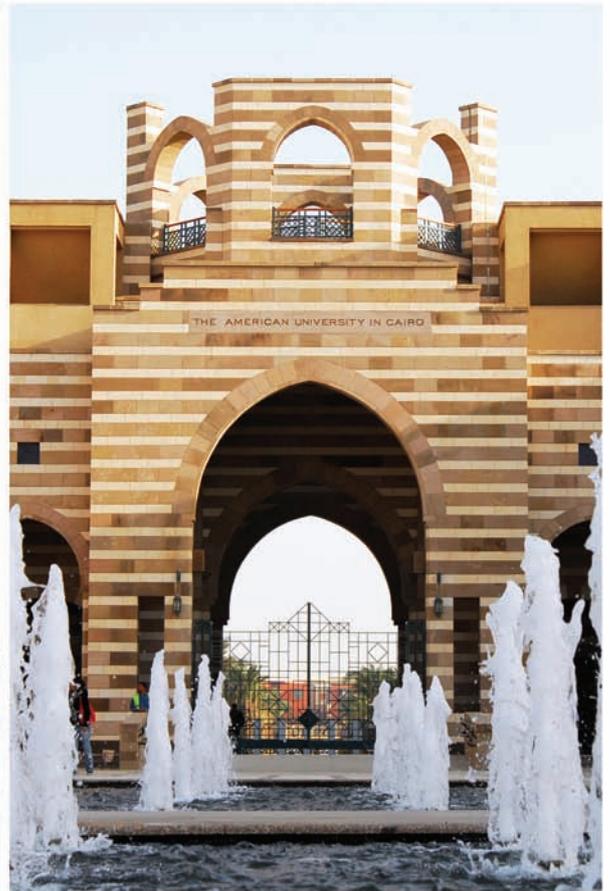
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based notes and business cases inside the classroom.

Apple's release of its iPad this spring has inspired another pilot project to test the device's use-

fulness to executive education students. This summer, Rutgers, The State University of New Jersey in New Brunswick, will equip each student in its digital marketing executive certificate program with an Apple iPad tablet. Apple helped Rutgers faculty customize each iPad with all reading material and videos for the 36-hour, 12-session program.

The digital marketing program is the perfect course to pilot the use of the iPad, because it's designed for marketers with an interest in exploring digital technologies, according to Eric Greenberg, a faculty member at the Rutgers Center for Management Development and director of the certificate program. The summer course will cover topics such as social media marketing, mobile marketing, online PR, digital innovation models, and the return on investment of digital marketing.

Students will use their iPads to design, track, and monitor digital marketing campaigns throughout the course. They also will use the devices to interact with each other and their professors on sites such as Facebook, LinkedIn, YouTube, and Twitter. "We are hoping that both faculty and students will discover new ways to use the iPad during the program," says Greenberg.

Greenberg believes that the iPad has the potential to "transform" business education. Like Greenberg, Darden's Koenig thinks that tablets and e-readers have great potential, but he believes the devices still need work to be ready for the classroom.

If Amazon decides to target the higher education market, says Koenig, Darden's survey results can help the company identify the hardware and software upgrades necessary for the device to truly rival the use of paper in higher education. **Z**



Professor Eric Greenberg holds one of Apple's new iPads, which will be used in Rutgers' Digital Marketing Executive Certificate Program this summer.

The Business Professor as EMCEE

The dean of my school recently asked me what I considered the hallmarks of outstanding instructional leadership. Since I've spent 30 years in front of college classrooms, I had no difficulty thinking of some boilerplate-type responses. But weeks later, the question lingered. What is the essence of a great instructor?

Clearly, students have the right to assume that, at a minimum, professors will be prepared and skilled at communicating. But what can fuel a lifelong desire to continuously improve the classroom experience?

I believe that a professor who demonstrates instructional leadership harmoniously melds five roles—*expert*, *maestro*, *cheerleader*, *experimenter*, and *empathizer*—EMCEE for short. Passionate, student-centered professors take on each of these five key roles.

Expert: Instructors should be experts in their subject matter and exhibit humility surrounding that expertise. Expertise plus humility attracts student inquiry and curiosity. Humility looks for the best in each student's comments. Humble professors acknowledge when a student has asked a great question—and admit it when they don't know the answer.

Instructors should be expert listeners, paying attention to what's being said without being biased by what they want to hear or who is speaking. By listening carefully, a professor can tell if a student has made the appropriate learning connections or if an important learning building block is missing.

Finally, especially in discussion-

oriented courses, instructors should be knowledgeable about their students' backgrounds. At the University of Virginia's Darden School, professors receive biographical information for everyone in their classes, which enables them to link debates and examples to contexts that are familiar to students. For instance, if professors know that some of their students have expertise in China, the not-for-profit sector, retail business, or military leadership, they can tap into that knowledge for richer classroom discussions.

Maestro: Like orchestra conductors, classroom maestros are more than facilitators; they know the entire score. They know how a topic should be paced as it unfolds, what the best transition points are, and when a particularly difficult topic will require a slower approach. They know when students should perform solo, in pairs, or in teams. And, just as an orchestra conductor knows when to bring in the brass section to complement the woodwinds, a classroom maestro knows when to embellish a learning point with a current events story, a research insight, or a dissenting view.

An orchestra conductor is a master at coordinating many disparate parts, and a classroom maestro knows how and when students' courses interconnect. At Darden, professors in the accounting course frequently collaborate with colleagues in other required courses—such as quantitative analysis or communications—to use parallel or even identical cases. Also, we help students coordinate their course-

work with their job searches. For instance, when students need to study a corporate annual report for their accounting classes, at a time when they are interviewing for jobs, we have allowed them to choose an annual report based on the companies they are pursuing.

Maestros also know when they should improvise. For instance, in an accounting class, a professor might ask students to role-play in an impromptu budget negotiation; in a marketing course, he might pause to have students brainstorm a tagline for a new product introduction. One of my former organizational behavior colleagues improvised brilliantly when a student decided that a case study could be resolved best when an employee was fired. The professor immediately dismissed—or fired—the student. The next day, the professor asked the student what the dismissal felt like, thus adding an important human dimension to a frequent workplace occurrence.

Cheerleader: Everyone learns best in a positive, supportive environment. Whether professors are moderating class discussions, meeting with students after class, or grading papers and exams, they must patiently and vocally support students' efforts to learn.

One quick way to offer encouragement is to send affirming e-mails to students who offered particularly poignant insights during a class. Another way is to start class by asking a student to summarize an important point she made in a previous session. In addition, it's important to write words of praise on an exam, paper, or case analysis.

A student's flagging confidence often can be bolstered in an office meeting. If individuals are strug-

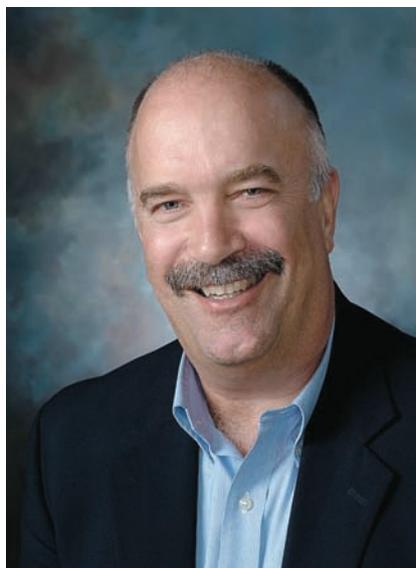
gling in my course, I will offer to meet with them every Friday so they can verbally summarize the key takeaways from that week's classes. If they're willing to do the reflective work, I'm willing to nudge them toward cementing the week's insights. This is one way I can act as supporter and cheerleader.

Experimenter: There is always a better way to deliver a learning experience. Great instructors are not afraid to experiment, even with what has worked well in the past.

Colleagues at Darden have tried many fresh approaches to teaching business. For instance, during a required business ethics course, we once devoted every Friday's class to a case, not identified till the start of class, drawn from cases used in other courses that week. This approach required students to consider the embedded ethics issues as they prepared cases for their other courses.

In another course, a professor has collaborated with the varsity rowing coach to deliver a session on high-performing teams. A colleague in the organizational behavior department has taught effective leadership by using a segment from the movie "Gettysburg." Professors teaching a module on leading change have asked students to mock up a *BusinessWeek* cover five years in the future highlighting why a particular company has become the industry leader. All such endeavors started out as experiments, and many have morphed into regular parts of our repertoire.

Empathizer: Instructors do not teach empty vessels. They teach people who have rich lives outside the classroom and histories that differ from their own. An empathetic professor



will devote extra effort to determine why a student who is sincerely trying to learn might still be struggling. She might find that the student is losing sleep as he works at a part-time job or battles depression after a recent divorce. Such aspects of students' lives are often more important than the classroom subject matter.

I believe professors should share bits of their own stories to signal their willingness to engage in topics outside the syllabus. Such openness provides students with connection points for shared interests and experiences, both hard and joyful.

Professors need not be counselors, but they should know when and where students can receive professional counseling. Neither should professors be *in situ* parents, but they should be compassionate and available, welcoming students whenever they're in the office.

I have come to believe that the role of empathizer is critical; it is the gateway to broader, more meaningful relationships with students. After all, if we merely dispense business principles and stories, we forgo the chance to make a real impact on a young person's life.

An EMCEE's Life

It's certainly not easy to fill all these roles. My experience suggests that

ignoring or performing badly in one of these five dimensions lowers the contribution of the remaining elements. Thus, it's important for instructors to identify the areas where they lack and purposefully strive to improve.

To actively hone their EMCEE capabilities, professors could team-teach with colleagues or ask colleagues to observe and comment on their classes. They could sit in on other classrooms, at their own schools or at other universities. They also could look for opportunities that will excite and challenge them, such as teaching a course in a second area of interest, teaching a pedagogy class to doctoral students, or running a workshop for business managers. More reflectively, they can conscientiously analyze course evaluations, journal their thoughts about teaching, or blog about the five EMCEE elements and learn from posted responses. They also might regularly discuss the craft of teaching with colleagues or organize a faculty forum on any one of the five roles.

While it takes great effort to always try to improve as a classroom instructor, I've never heard stellar senior colleagues lament the fact that they chose to become teachers. On the contrary, I've heard them express gratitude for the opportunity to touch and influence the lives of young adult learners. They realize that dedication to being an expert, a maestro, a cheerleader, an experimenter, and a student empathizer is to rise to the calling of a very noble profession. **Z**

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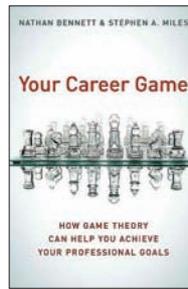
Bookshelf

Many young women entering the corporate workplace—particularly those of color or those who are the first in their families to take on the business world—would love to have a mentor like Dartmouth professor Ella L.J. Edmondson Bell. In *Career GPS*, co-authored by journalist Linda Villarosa, Bell steps graciously into that mentoring role, providing unvarnished advice to a new generation of women executives who face unexpected hazards.

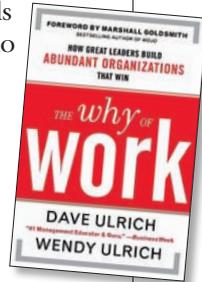
“Despite their polish and drive, their skills, education, and confidence, there is still plenty to trip up these women in this complicated, fast-changing corporate landscape,” the authors write. These women can’t just know the company and the industry; they must candidly assess and capitalize on their own abilities, cultivate social networks, and pay sharp attention to their own professional and personal goals. And some of them must develop these skills without any family history or support to draw on. “Your mother, an Irish immigrant, may have cleaned houses like the ones your colleagues grew up in,” note Bell and Villarosa. Their wise and compassionate words will help many young female executives make it more steadily up the ladder. (Amistad, \$25.99)

If life is the ultimate competition, intelligently managing a career is the smartest strategy anyone can adopt. In *Your Career Game*, Nathan Bennett and Stephen A. Miles propose that the career game is “a fascinating, complex, nuanced, real-life, multiplayer game played in real time” that follows the principles of

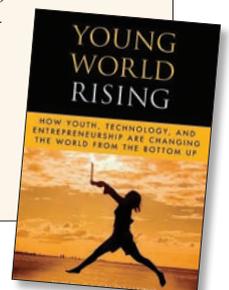
game theory. “A well-crafted strategy is an adaptable plan that takes into account your own objectives, resources, strengths, and weaknesses, as well as those of your competition. Those using this strategy also must consider the condition of the playing field, the rules, and the time structure of the game,” write Bennett, a professor at Georgia Tech, and Miles, an executive with the search firm Heidrick & Struggles. For instance, they explore the “information asymmetries” that exist when a candidate applies for a job and how both candidate and company can try to overcome a lack of information. They discuss the fact that different players may be working for different payoffs and how those payoffs affect their choices and strategies. The analogies are intriguing, the writing is lively, and the whole book is a useful way of looking at the game called work. (Stanford Business Books, \$24.95)



In *The Why of Work*, Dave and Wendy Ulrich ask how great leaders create a sense of meaning and purpose that “not only engages employees but also delivers value to customers, investors, and communities.” According to Dave, a University of Michigan professor, and Wendy, a psychologist, today’s workplace is rife with challenges: a workforce that’s experiencing declining mental health, accelerating isolation, low levels of commitment, and high levels of hostility; shareholders who are insisting that companies assume greater social responsibility; and a work environment that is increasingly complex. Leaders can address these challenges by creating an organization that has *inherent value* as well as *market value*—what the authors call *abundance*. In an abundant organization, they write, “individuals coordinate their aspirations and action to create meaning for themselves, value for stakeholders, and hope for



“Three forces are reshaping the world of the 21st century: youth, ICT, and entrepreneurship,” says Rob Salkowitz in *Young World Rising*. While he believes these intertwined forces will have some impact in the Western world, he expects them to completely remake business in less developed nations with populations that skew toward youth, including India, Vietnam, Nigeria, South Africa, Ghana, Mexico, and Colombia. Tech-savvy twenty-somethings with mobile devices in hand will figure out ways to serve base-of-the-pyramid markets, he says—and then scale their operations globally to rewrite the rules of business. “Like all young people, the members of the Net Generation want to change the world,” writes Salkowitz, a consultant and entrepreneur. “Unlike most previous cohorts, they actually have the means at their disposal: overwhelming numbers; unprecedented connectivity and access; a sense of global community that transcends old boundaries; and a recognition that market forces can be the ally rather than the enemy of progressive change.” He admits that his demographically driven scenario is only one of many possible futures, but he makes it seem likely, heady, and full of hope. (Wiley, \$29.95)



humanity at large.” It’s up to leaders, they say, to rally the workforce and transform the organization. (McGraw-Hill, \$27.95)

Young investment bankers angling to get into Harvard might first want to read *The MBA Reality Check*, an intimate and gossipy deconstruction of the grad school admissions process from MBA consultants Evan Forster and David Thomas. GPAs, test scores, and experience are all important, they concede, but what really sets candidates apart are the “stories” they convey in essays and interviews. “Your essays are not about proving your worth; they are about creating a lasting impression on the committee by painting an evocative picture of how you think, what you care about, how you make decisions, your personal leadership style, and what you

look like in action.” Candidates can’t develop compelling stories by spending one afternoon painting houses for Habitat for Humanity; they must explore the causes that really move them and demonstrate how they would change the world if

they had the business skills to do so. Anecdotes about previous candidates and interviews with admissions personnel add depth to the book—and yes, a wealth of stories. (Prentice Hall, \$20)

Today’s corporations increasingly rely on customization to create more loyal and satisfied customers, but few use the same techniques to reward and retain employees. That might change soon, predict Susan M. Cantrell and David Smith in *Workforce of One*. As workplaces continue to diversify, and technology simplifies complex tasks,

managers are finding it easier to tailor jobs, salaries, benefits, and schedules to individual employees. It’s not as hard as it sounds, insist the authors, both affiliated with Accenture. They identify four approaches a company can take: *segmenting* employees by working styles or wellness profiles; offering them *modular choices* in terms of responsibilities and environments; drawing *broad and simple rules* that consider how work is done, not how much time it takes; and allowing employees to *define and personalize* their own career paths. The book is aimed primarily

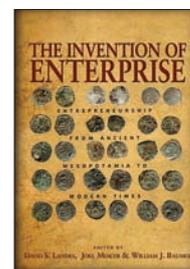
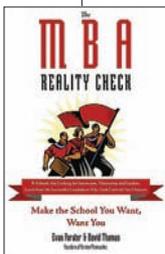
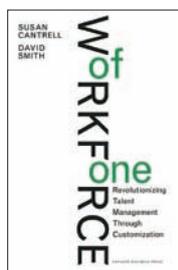
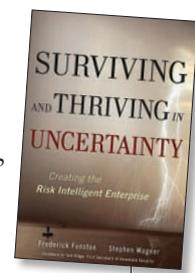
at HR professionals, but it sketches out a vision of the future corporation that most executives would find equally intriguing. (Harvard Business Press, \$35)

“Risk has developed a bad reputation,” write Frederick Funston and Stephen Wagner in *Surviving and Thriving in Uncertainty*. Conventional methods of managing risk focus on protecting assets, but fail to identify new opportunities and create value, according to Wagner, recently retired from Deloitte & Touche, and Funston, still a principal with the firm. Conventional risk management also overlooks the disruptive power of market cycles, new technology, and catastrophic one-time events. The authors propose a more holistic approach of “risk intelligence,” in which leaders acknowledge and prepare for a wide range of potential threats. The authors isolate ten essential risk intelligence skills—such as abandoning familiar assumptions,

anticipating causes of failure, and sustaining operational discipline—and provide in-depth guidelines for how executives and board members can hone these skills. “Broadly defined, risk management is the discipline of improving your chances of survival and success, particularly in uncertainty and turbulence,” write Funston and Wagner. They understand that there is no reward without risk—but only if the risks are properly managed. (Wiley, \$34.95)

Entrepreneurship has a long and varied history, and academics explore its evolution in *The Invention of Enterprise*. Edited by Harvard’s David Landes, Northwestern’s Joel Mokyr, and New York University’s William Baumol, the book collects essays from the editors and 18 other economists and historians. They look for commonalities in the societies that prospered—or failed to prosper—from entrepreneurial innovation, and they note that entrepreneurship is directly affected by the prevailing culture and religion. Ultimately, they pry open “a window into the seemingly innate impulse for innovation and entrepreneurship that cuts across cultures and time periods,” writes Carl J. Schramm in the introduction. Schramm is CEO of the Ewing Marion Kauffman Foundation, which is collaborating with the Berkley Center for Entrepreneurial Studies at

New York University and Princeton University Press to produce a series on innovation and entrepreneurship. (Princeton University Press, \$49.50) **Z**



A Creative Boost

The new creativity lab at the University of Tulsa in Oklahoma may be called Studio Blue, in honor of one of the school's colors. But to TU students and faculty, it's a "creative greenhouse," where students of all majors come to cultivate their best and wildest ideas.

In class students often are afraid to give the wrong answer, says Jacob Johnson, who helped hatch the concept. "At Studio Blue, it's about coming up with as many ideas as possible."

Johnson, a TU graduate and owner of a product development firm, worked with several faculty members to develop and pitch the idea to the school's administration.

“Students gain the confidence to believe they can come up with good solutions to nearly any problem they face.”

—Charles Wood

The administration agreed to provide space to house the studio, which opened in 2007.

Studio Blue is equipped with flat screen televisions, mobile whiteboards, magnetic walls, iMacs, cameras, rolling furniture, and even a refrigerator stocked with energy drinks. Its design was inspired by creative spaces at some of the world's most innovative companies, including IDEO, Google, and Apple, says Charles Wood, associate professor of marketing at TU.

Wood directs the studio, which operates as a student-run agency. Participating students help their classmates with projects and work on projects for nonprofit and for-profit clients. Students who work with clients are paid hourly. Others, who man the studio during the evenings, receive work-study credit.

Some client projects even inspire student competitions, including one for Mazzio's, a Tulsa-based Italian restaurant chain, which asked students to think of ways to "create value" out of discarded pizza boxes. The winning idea was designed by

engineering students who created a wind turbine with blades fashioned from the cardboard. The studio also recently hosted a statewide innovation competition to brainstorm ideas to decrease the high rate of incarceration among women in Oklahoma.

If other schools want to build a room like Studio Blue, Wood offers several pieces of advice. First, provide administration with a visual of the idea. "People need to see it before they can start to understand the benefits," he says. Second, make the project interdisciplinary, involving the entire



Charles Wood, associate professor of marketing at TU's Collins College of Business, works with a group of students in Studio Blue.

campus. Finally, make sure the project has a champion who is passionate about the space and its benefit for the school.

The ultimate objective is to teach students that there's more than one way to approach any problem, says Wood. "I hope students gain the confidence to believe they can come up with good solutions to nearly any problem they face." 



Art major Libby Rhodus selects the raw materials for an entry in a Studio Blue competition that asked students to design a new use for discarded pizza boxes.