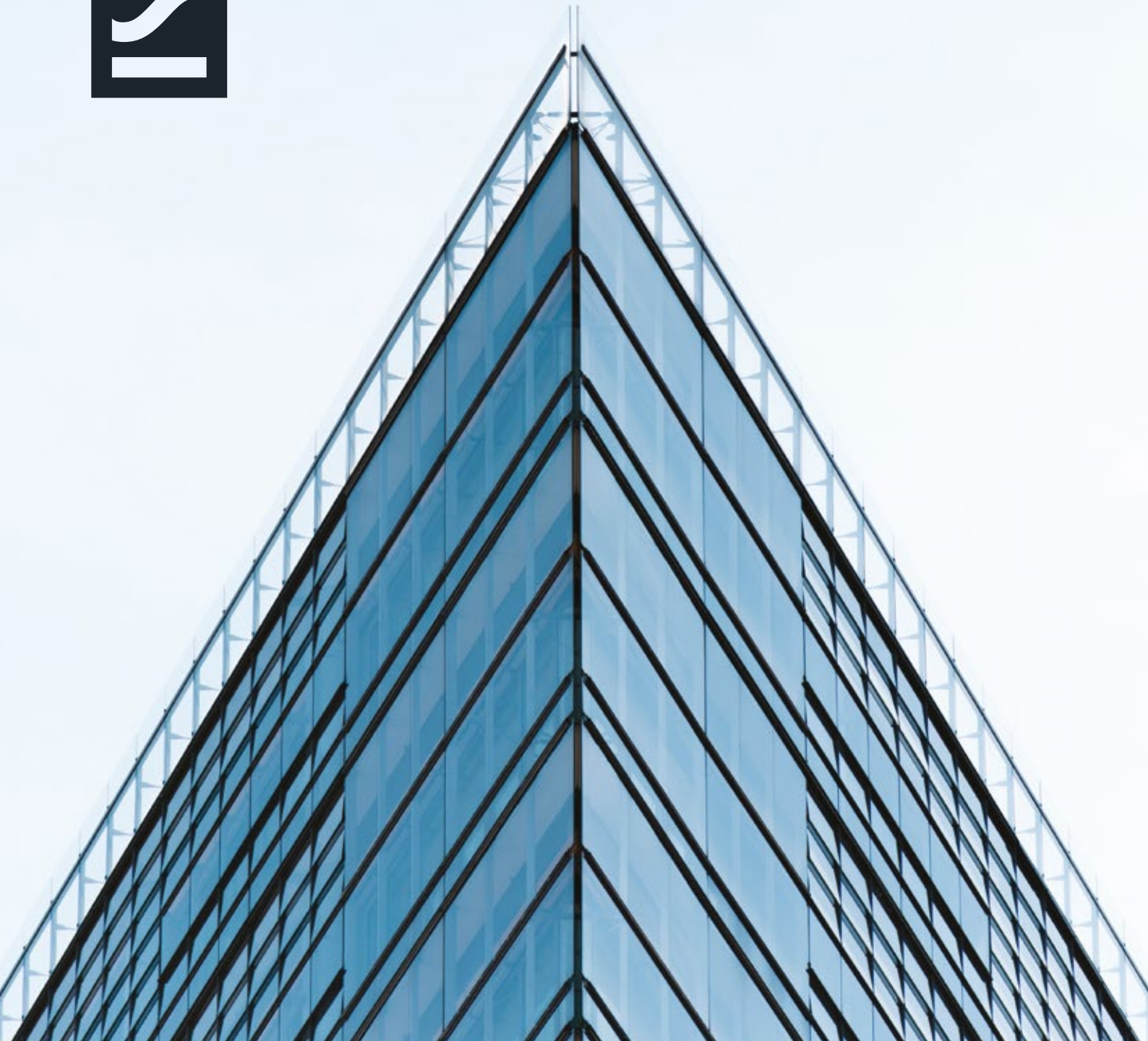# ISM ANNUAL 2019

IN THIS EDITION:

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WELCOMING ISM'S NEW BOARD MEMBERS

Maurice Forget, LLM, Executive Director

Dear ISM community,

In January of 2020, the ISM Board of Directors will be welcoming two new board members: Shemin Nurmohamed and Dr. Kimberly Reeve.

Shemin Nurmohamed is currently Vice President of Global Strategy and Development at Pitney Bowes. In this role, she is responsible for developing the long term growth strategy. Shemin is also a director of the company's joint venture Inlet and a member of their Audit Committee.

Prior to joining Pitney Bowes, Shemin had a successful 17-year career at IBM, where she was most recently the Director of Sales of IBM France, growing the business over 30% and re-motivating and transforming the local teams.

Shemin is regularly invited to speak at seminars and conferences in the US, Europe, and the Middle East due to her Ted talk and her book *Outshine*. She is dedicated to helping working women progress in their careers and companies address the issue of female and diversity talent pipeline creation. She also serves in a voluntary capacity as a member of the Aga Khan Economic Planning Board for France, which works to improve the quality of life of low-income families.

Shemin holds a BA in Chemistry from Cornell University, an MA from the University of Toronto, and an MBA from the UK's Henley Business School. She resides in Paris with her husband and two children.

Kimberly Reeve is an associate professor of business and lead faculty for the business/finance curriculum at The King's College in New York City. She is also an adjunct assistant professor of business in the Zicklin School of Business at Baruch College in New York City. She teaches a variety of business courses, including International Business, Decision-Making and Negotiations, and Nonprofit Management.

Prior to joining King's, Reeve drew on her experience leading development and marketing teams at several national and global organizations to work as a management consultant to businesses and nonprofits. In that capacity, Reeve traveled and worked with clients throughout the US, Europe, South America, and Asia and started the European office of a boutique consulting firm based in Amsterdam.

Reeve's research interests include mergers and acquisitions in the nonprofit sector, measuring impact in social enterprises, and corporate social responsibility in the extractive industry.

She has a BA from Colby College, an MBA from the University of St. Thomas, a Certificate in Global Affairs from New York University, and a PhD in international business from the International School of Management.

I am personally thrilled to be working with Kimberly and Shemin, and as ISM's Executive Director, I am proud of the great value that they will bring to our institution and community as a whole.

I wish you and your families all the best for 2020!

Maurice R. Forget, LL.M.
Executive Director

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OUR VALUES IN FOCUS: INNOVATION & ENTREPRENEURSHIP AT ISM

César Baena, PhD, Dean and Director of Doctoral Research

Since ancient times, innovation and entrepreneurship have gone hand in hand. However, an innovator is not necessarily an entrepreneur. Leonardo da Vinci was one of the greatest innovators of all time. But to turn his projects into reality, he needed the support of wealthy patrons.

Not much has changed since Leonardo's time. At present, companies, business schools, and governments design programs to ease the connection between great ideas and execution. Such initiatives underpin the belief that, at least to a certain degree, creativity and hands-on entrepreneurship can be learned.

The challenge is to provide the adequate context for sparking creativity and easing connections to the entrepreneurial ecosystem. Companies, business schools, and governments strive to promote the skills that make an individual both an innovator and an entrepreneur, that rare outlier who can take a new idea and launch it into the market, creating wealth and jobs for society. And within organizations, intrapreneurs are sought-after drivers of change. People endowed with an entrepreneurial mindset can radically transform companies from within.

At ISM, we have been making significant strides to encourage innovation and entrepreneurship. Several doctoral dissertations and final work projects have been defended in that area. We also introduced new courses such as Entrepreneurship in Emerging Markets, Technology Trends in Business, and a revamped hands-on workshop on Startup Creation and Fundraising.

Pitch in Paris, our international business plan competition, is celebrating its third year. Pitch in Paris brings together fledgling entrepreneurs, potential investors, and seasoned business actors from various countries and sectors. Last year's winning team went on to attract one of France's largest retail companies as its client.

In collaboration with the New York Angels and Business Angels Europe, we organized a webinar on the opportunities and challenges for startups when expanding operations between the US and Europe.

Other projects planned for the near future include a research and practice group on youth entrepreneurship in developing countries and a webinar on women entrepreneurs.

With these exciting projects ahead, ISM is definitely on a firm path to becoming a key actor in the area of entrepreneurship and innovation among business schools.

AGILE MANAGEMENT PRACTICES AND MICRO-FORMALIZATION — A NEW NORMAL?

Matthew Andrews, PhD, Director of Academic Affairs

Usually, we associate company formalization with a hierarchical structure facilitating a chain of command with clear departments, defined roles, job descriptions, and documented processes for making decisions and getting things done. But does this accurately capture the way companies function today in particularly dynamic and evolving sectors where constant adaptation is key to survival and to maintaining a competitive advantage? My experience with and research on companies, particularly relatively young technology-oriented companies, suggests such companies may not be formalizing as they mature according to a typical lifecycle scheme we might read about in textbooks.

I recently spoke to a friend of mine who co-founded a startup in 2007 and has worked there continuously since then. The enterprise, which leverages technology to offer training programs to companies and professionals in Europe, grew quickly; in its early days, it had about 12 clients and generated €200K in turnover. Now they have thousands of clients and generate about €8 million in turnover; they have gone from 15 employees to a staff of almost 60 people plus another 50 freelancers. Growth like this is hard to manage. Scholars such as Daft (2010) contend that companies pass through similar organizational stages of development as they grow and evolve and that this evolution is painful. Leadership crises are inevitable because the mindset necessary for getting a startup off the ground is incompatible with the mindset required to manage a more mature company.

My friend's company has experienced many of the things companies typically experience as they evolve from the startup phase into a more mature phase, including having a majority of their shares acquired by an investment group. Nevertheless, according to my friend, there was "no formalization" until 2014 when they introduced Agile management practices such as Scrum. Such practices, which originated mainly in software development, have now spread to other sectors because many companies recognize their potential to help efficiently manage the development of a wide range of products,

services, and processes. In large more process-heavy bureaucratic companies, such as those typically found in the insurance sector, Agile management practices are sometimes used to streamline work so that bureaucratic structure does not get in the way of delivering key products and services. In this context, Agile practices appear as a contrast to traditional formalization.

The main point of implementing Agile management practices in my friend's company, however, was to shield the head engineer and his team from the rest of the organizational "chaos" so that they could effectively innovate, develop, and deliver products according to client specifications and deadlines. Meanwhile, the rest of the company has resisted any significant formalization; roles and chains of command remain fluid and informal. But rather than being an exception, I wonder if my friend's organization doesn't represent a new normal. My experience with other companies that are similarly young but too old and mature to be considered startups, companies that have experienced rapid growth and rely heavily on technology for their product offer, provides support for this hunch. Maybe these companies aren't simply postponing the inevitable leadership crisis and restructuring but are actually adapting to market forces. This makes sense in sectors experiencing disruptive innovation, where too much structure and formalized processes might actually impede rapid innovation.

Is it appropriate to consider Agile management practices as a kind of formalization, albeit very different than traditional formalization? The roles, processes, and protocols are very well defined, which is consistent with basic notions of what formalization is. Can this phenomenon, therefore, be seen as a kind of micro-formalization within the larger company? Perhaps lifecycle models that assume a more traditional path towards formalization to be inevitable and necessary should consider a phase of micro-formalization in certain sectors as being the new norm.
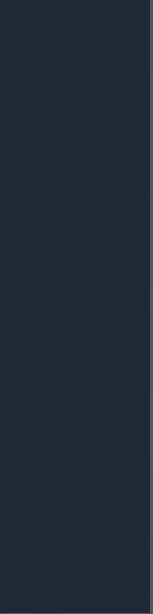
DRIVING FORCES IN HIGHER EDUCATION

Maria Kuts, IEMBA, Partner Programs Manager

This article is a modified excerpt from a research paper "Driving Forces of Higher Education" from a PhD course Leadership of Higher Education Institutions.

The 20th and 21st centuries brought considerable change and challenges to the higher education ecosystem. Both World Wars, the Industrial and Technological Revolutions, developments in human rights, the emergence of the Internet and digitization, globalization and increasing interdependence in the modern world — all these have had an impact and continue to impact the higher education system and its institutions.

The higher education system today exists in an environment that can be characterized as extremely complex, competitive, challenging, and disruptive. To survive and succeed, modern educational institutions have to analyze and evaluate this environment with all its driving forces that have a direct or indirect impact on the organization. The International School of Management (ISM), as an innovative, outward-looking institution operating globally, is also subject to the impact of internal and external driving forces.

This article concentrates on one particular driving force: the student. In the case of ISM, the way the school has responded to this force could, perhaps, be exemplary for the future researchers and practitioners in the higher education sector in general and business education in particular. The higher education ecosystem is undergoing an immense transformation when it comes to the role of student. Students have become the center of this system, and the main process within a higher education institution is now learning and no longer teaching.

ISM has always been a student-centered organization. A postgraduate business school, ISM strategically chose to build its educational system and processes entirely around the student. This is a great example of a dual role of a modern learner very typical to a business school — on the one hand, a student, yet on the other, a customer. Building a system around a "student-customer" means offering greater value — value in terms of disciplines and course selection, value in terms of the flexibility of the educational process, value in terms of a greater number of educational locations, and value in terms of professionally experienced faculty. If you look at ISM, you can check every box.

The disciplines and specializations offered by ISM are diverse and constantly evolving. No matter which program a student joins — IMBA, DBA, or PhD — they will have a great selection of specialization tracks and courses at hand. The curriculum also offers outstanding flexibility, which allows the learner to follow the study process in their own time and at their own pace. The e-learning option adds a lot of value here.

International experience and expertise have always been seen as a top priority by ISM's leadership. It is precisely for this reason that the school has invested considerably in the establishment of an international presence and solid relationships with partner universities. Paris, New York, Cape Town, São Paulo, Shanghai, and New Delhi are all on the school's map. ISM's students should always expect the highest quality of education, no matter which location they choose. By partnering with reputable universities and business schools, ISM is able to meet this expectation.

International expertise is also guaranteed by ISM's faculty, who represent over 50 nationalities. Diversity is among ISM's top strategic priorities.

Last but not least, in alliance with the academic matters, are the student services provided by ISM. Every learner at ISM has an administrative support contact.

Students are one of the most influential driving forces shaping higher education internally and externally. This is particularly true for business schools. ISM has long treated this driving force with the greatest attention and made the student experience the key driver of success.

BECOME AN ALUMNI STUDENT AMBASSADOR

ISM is built on a strong tradition of academic excellence. Our impressive global network is both a powerful motivator for new students and an effective way for graduates to stay connected. As a successful member of our alumni, you're in a position to share your wealth of knowledge and spread the ISM culture. By encouraging business leaders and talented students from your community to apply to ISM, we can continue to develop our portfolio of students with the industry's very best.

As an Alumni Student Ambassador, you'll provide the one-on-one interaction, personal attention, and encouragement that can make the difference between a student in your community choosing ISM or another school. Providing your perspective as an alumnus is the most important part of the program.

Being an Alumni Student Ambassador will provide a way for you to stay involved with the ISM community. This ensures that there's an avenue for the future business leaders of your home community to join ISM. Beyond the satisfaction of creating a valuable mentoring relationship, you could be invited to attend our events in Paris and New York with travel costs covered.

READY TO GET INVOLVED?

Contact Alison Knight at **alison.knight@ism.edu**

NEXT STEP SCHOLARSHIP: 50% FEE REDUCTION FOR ALUMNI AND FAMILY

The Next Step Scholarship is designed for ISM alumni or current students thinking about applying to a second degree with ISM. Immediate family members (spouse and children) of alumni and students are also eligible for this award for their first degree at ISM.

The Next Step Scholarship covers **50% of the degree tuition**. It may even be possible to **transfer course credits** from your first degree to the new curriculum. In addition, alumni and family members can have the application fee of $175 waived. To learn more about the Next Step Scholarship, contact our Admissions Team at **admissions@ism.edu**.

STUDENT SUPPORT THROUGH DIVERSITY & INCLUSION

Stephanie Naudin, Student Services Coordinator

It's been a little over a year since ISM added diversity and inclusion (DI) to its strategic plan. I must admit that, at the beginning of this initiative, I thought I was in way over my head. It's one thing to have values and ideals, and a whole other thing to make an impact on an organization's operations. All the research affirmed that without leadership buy-in, new initiatives fail, and I strongly believe that having ISM's executive team on board and adding DI to the institution's strategic plan has made all the difference.

For one, we've been keeping DI as a standing item on all our meeting agendas, which reminds everyone on the team that diversity and inclusion are not just buzzwords but an institutional priority. In an attempt to keep our student body diverse, we have expanded our marketing strategies to try to reach underrepresented populations and recruit from various parts of the world. We also continue to communicate on DI initiatives to our key stakeholders like you in the form of newsletters and our upcoming second edition of the DI magazine Perspectives. What we strive for is to not only say we are diverse and inclusive but show it. By recruiting diverse students, we are promising that ISM is a place that fosters an inclusive environment where all learners are respected and encouraged to succeed. And following through on that promise starts with all of us.

As a higher education institution, our biggest focus in terms of diversity and inclusion is student support. This academic year, you'll see a few new faces in our faculty. As per the institutional diversity and inclusion plan, the Academic Department followed new recruitment protocols to try to attract diverse candidates. First, it discussed openings with the

DI Recruitment Committee and then reached out to the DI Committee for referrals and suggestions. Then, it created a job posting that explicitly included DI wording (as suggested in research) to widen the scope. The change in our way of operating to embody our priority of attracting a diverse pool of candidates is a true testament to the progress we are making. I am confident that the new faculty we hired will meet our students' expectations for representation and quality education.

Another initiative that provides extra support to our students is the mentorship program. All current students are eligible to be paired with an alumnus based on industry, geographical location, and/or degree program. We currently have over 20 ongoing mentorship pairs with over 30 alumni volunteers. Though finding the time to connect is proving to be a challenge for some, those who are dedicated to building a rapport with their mentors are benefiting from having someone to hold them accountable and motivate them to graduate.

Diversity and inclusion is something we work on every day to better serve our students, faculty, alumni, and staff. It takes a lot of time, but I'm confident that the steps we're implementing will make for a better experience for everyone. We have to persevere in our methods and in our efforts to make diversity and inclusion part of our everyday thinking and operations. Once it's in an organization's lifeblood, the rest comes naturally.

CALL FOR SUBMISSIONS: PERSPECTIVES, ISM'S DIVERSITY AND INCLUSION MAGAZINE

Last year, as part of our efforts to improve the experience of our diverse community, we launched the first edition of ISM's diversity and inclusion magazine, *Perspectives*. We are currently working on the second edition, and we are accepting articles focused on diversity and inclusion issues from members of the ISM community.

Articles should be short (no more than 500 words), and relevant examples include narratives of personal experiences with diversity and inclusion, success stories or examples of good diversity and inclusion initiatives from your workplace or school, or condensed versions of academic papers. Be advised that the chosen articles will be edited by ISM's DI internal working group.

The submission deadline is February 1st, 2020. If you are interested in submitting an article, email **alison.knight@ism.edu**. See the previous edition of the magazine at **www.ism.edu/perspectives**.

GET YOUR ISM GEAR ONLINE NOW

You asked, and we answered! With the increased demand for ISM merchandise, we've provided a new way to get your gear with our online shop. ISM students and alumni ready to sport their school spirit can now order our hoodies, t-shirts, bags, and more at **gear.ism.edu**.

You can also contact our office in Paris to order and pick up your items directly. Email **info@ism.edu** to learn more.

ISM JOURNAL: VOLUME 3, ISSUE 1 NOW AVAILABLE

We are pleased to announce the newest edition of *The ISM Journal of International Business*. The papers featured in this issue advance theoretical knowledge while impacting management practice. With contributions from our innovative community members including students, faculty, and alumni, we present to you:

- Challenges of Human Factors Engineering in the Coming Transition to Autonomous Vehicle Technologies: A Multiple Case Study

- How Do Corporate Valuation Methods Reflect the Stock Price Value of SaaS Software Firms?

- Using Tacit Knowledge Exchanges to Improve Teamwork

- Digital Transformation & Leadership Style: A Multiple Case Study

Read the latest issue at www.ism.edu/thejournal.
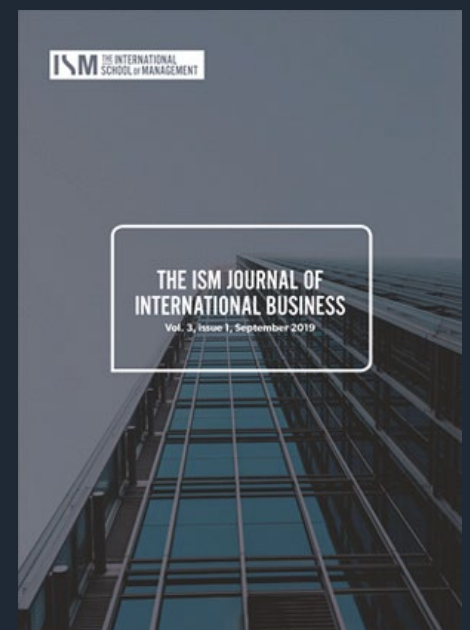
A LOOK AT THE NEW APA GUIDELINES

Judy Knight, MLS, Research Librarian

The new 7th edition of the Publication Manual of the American Psychological Association was recently published! This official guide to APA style determines the rules that must be followed by ISM students when formatting dissertations and papers. The new edition is more user friendly, with expanded examples and sample papers. More importantly, it offers new direction in terms of APA format and content.

Highlights of what's new in the 7th edition:

General

- Journal article reporting standards that offer guidelines for quantitative, qualitative, and mixed methods research

- Guidelines on using bias-free language that reflects best practices

- Enhanced guidance on ethical writing practices and avoiding plagiarism and self-plagiarism

- New content to help students adapt a dissertation or thesis into a journal article, including how to avoid predatory publishers and navigate the journal submission process

Paper Elements and Format

- Different requirements for student papers and professional manuscripts being submitted for publication, most notably in terms of title page elements and running head format

- Greater flexibility for lettered, numbered, and bulleted lists as well as flexibility in the presentation of tables and figures in text

- Works credited in-text now require only the name of the first author plus "et al" for works with three or more authors

- Reference list format:

  » New requirement that the number of authors up to 20 will be included in the citation before additional names are omitted with an ellipsis

  » Book references now omit the publisher location

  » Use of DOIs and URLs are now standardized and presented as hyperlinks (the label "DOI" is no longer used)

  » Elimination of "Retrieved from" in the citation except in instances when a retrieval date is needed

ISM will officially institute the APA changes outlined in the new 7th edition during fall 2020. We encourage you to purchase a copy of the new edition in preparation of the new APA requirements. An electronic version of the book is available for purchase **here**.

You can also find a variety of useful instructional aids and guides **here** or email me at **library@ism.edu** with any questions.

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WHERE IS EXECUTIVE EDUCATION AND LEARNING HEADED?

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Simon Stoepfgeshoff, PhD, Core Faculty

Business schools and their respective business models are affected by megatrends, just like in any other industry. Technology and different expectations from their "customers" are calling into question some of the traditional approaches to running executive learning and education. Driven by AI and digitally-enabled teaching, some expect large-scale sea changes in the way learning and education will be offered in the coming years. How will these technologies shape the way business schools offer their services? A number of trends are emerging — not all at the same pace, but certainly in an evolutionary manner in an industry that has not been disrupted in the last 50 years.

The trend of the market valuing skills and competencies, as opposed to simply degrees, will continue. Companies will scrutinize what candidates bring into the table in more detail, looking at a potential employee's value in terms of a specific portfolio of concrete, applicable skills and competencies. Classical diplomas say more about the institution than about a candidate, and companies will look for higher levels of granularity in terms of learning outcomes. Digital badges are becoming the tool of choice here.

Recent technologies enable a more detailed analysis of individual learning needs, making the opportunities to personalize the learning offerings much stronger. AI-based technologies today already enable a "perfect" adequation of existing skills, desired career opportunities, individual learning paths, and offerings. The Politecnico Milano recently launched a publicly accessible platform — FLEXA — integrating these different elements.

What is the future role of the teacher? With content being curated so easily today and the potential risk that business schools are "disintermediated," likely the teacher will become less of a transmitter and more of a learning facilitator. Particularly, in the technological space, schools will have to bring in experts from outside and will need to build, nurture, and coordinate an ecosystem network of partners (e.g., the "edupreneurs"). Many business schools nowadays have entered into

partnerships with technology providers, and faculty certainly plays a vital role in leveraging the potential from those partnerships.

The last big impact is on the course design and curricula. Future generations will be much more at ease with and expect leading-edge technologies to be used and topics like AI will need to find their way into the curricula. A hands-on learning-by-doing approach will also become much more important. This is the hard side of the equation. On the other hand, business schools will have to ensure the ethical, human and character-building development of their students as well (e.g., Emotional Intelligence, interdisciplinary collaboration) as future generations will have to navigate the "man against machine" challenge as well, so the genuinely human skills like empathy, interaction, and critical judgment will have to be reinforced equally.

ISM has taken steps early on to address some of these challenges. Virtual (e-learning) offerings and even a complete Executive MBA have been on the agenda for a long time. To ensure access to the right faculty with the ideal mix of both academic and practical experience, ISM's strategy has always been to leverage external partners and partnerships enabling the school to build a curriculum that is leading edge in times of AI and advanced technologies with courses like The Future of Work, for example.

In short, there are many challenges and opportunities ahead for ISM and the executive education industry, both concerning the content of learning, but, more importantly, the way it is being delivered: shorter, personalized, digitally enabled, focused on skills and competencies rather than knowledge. This is the future of executive education.

VIRTUAL GLOBAL TEAMS: A SUCCESS STORY

Ivonne Chirino-Klevans, PhD, Core Faculty

One of the challenges in teaching management and leadership courses in higher education is the lack of available cases and research that focuses on non-Western examples. There is an urgent need to integrate content that reflects the realities of organizational cultures from around the world into our instructional design. This need to address cultural and organizational differences and similarities in leadership and management styles provides an opportunity to create content that represents this diversity, along with contextual best practices.

This gap was also what inspired me to edit the book *Cases on Global Leadership in the Contemporary Economy*, which I co-authored with 11 other authors located in different countries. Three authors are from ISM: Dr. Matthew Andrews, Director of Academic Affairs at ISM based in Paris; Maria Pressentin, PhD candidate at ISM and Leadership Development Senior Consultant at the Ken Blanchard Companies based in Singapore; and me, Dr. Ivonne Chirino-Klevans based in North Carolina, USA.

What does it take to work towards a common goal when you are part of a distributed team whose members are in different geographical regions with different cultures, languages, and expectations? Here, I share the success factors that contributed to working effectively and efficiently as part of a global virtual team to publish a handbook of cases on global leadership. What follows is a recount of our virtual team development, borrowing concepts from Bruce Tuckman's model of team development from the mid-60s.

Our virtual team was comprised of a group of 12 professionals with the same goal: disseminating best practices in leading and managing across cultures. That is, we had a common interest, and we were in different geographies: France, Singapore, USA, Turkey, Albania, and Nigeria. Three of the authors knew each other, while the remaining nine had never met each other.

The first stage of team development is what Tuckman calls forming. During this stage, the team identified deliverables and deadlines. There was consistent virtual communication to identify possible barriers, and we held discussions to identify specific deadlines for turning in manuscript drafts. There was great excitement among the team members about the opportunity to work together on a virtual project that was interesting and relevant to our teaching. Most of the facilitation was done by the editor: setting guidelines for the content of the manuscripts, identifying the online tool for posting progress, as well as establishing specific milestones and deadlines.

During the second stage of team collaboration called storming, our team communicated consistently by providing progress reports. Some authors realized that they were not going to be able to commit to the creation of their chapters. It is during this stage that some authors decided to withdraw from our project, but this did not have an impact on team morale.

The third stage was norming. It was at this time that our virtual team had found a way to communicate only when milestones were reached and when reviews were due. If there were specific questions, the authors would communicate directly with the editor, but most of the information was available through the online communication tool. During this stage, it was interesting to observe the heterogeneity in cognitive styles among the team members due to the diverse backgrounds of the authors. Some people preferred to discuss changes made to their manuscripts spontaneously through a real-time chat with the editor; by contrast, other authors preferred to set specific meeting times that had to be scheduled well in advance.

The next stage was performing. It was at this stage that most of the work was completed. Since we had already developed trust among the virtual team members, communication was limited to what was necessary. Everyone knew their deadlines for submitting their corrections to their manuscripts and understood the impact that

delaying submitting their revised materials had on the whole team's performance. Delays of one author would impact the publication time of the whole book.

Communication was important. Most of the communication for the project was done via the editor's platform, which helped keep document versions under control as well as peer reviews in one place. Authors would receive automatic messages when their manuscripts had been reviewed, along with observations and suggested modifications. Because reviews were anonymous and posted on a neutral site, there was no concern about reviews being taken personally. The editor discussed this with some authors who had shown a bit of concern about the feedback provided. Some reviewers were chosen so that they were not part of the team of authors, providing an opportunity to integrate different perspectives in the review pool.

In summary, editing a book with a virtual team of diverse authors can be a rewarding experience. The book *Cases on Global Leadership in the Contemporary Economy* is not only an example of successful virtual teamwork across cultures, distances, and disciplines, it is also an example of the important synergies that being part of a global institution can produce. Being a part of a global institution can open the door to many other joint projects between professors, students, and school leadership, working across distances and cultures to disseminate knowledge and share best practices in working across cultures.

LEADERSHIP: TIME FOR THE LATEST FAD, OR BACK TO INTEGRATIVE FUNDAMENTALS?

Tobie de Coning, PhD, Core Faculty

If there was ever something that runs the risk of needing to be put to rest in the cemetery of discarded flavors of the month, it is the constant rise of new leadership fads. No, not really fads, but rather perfectly sound notions and dimensions of leadership that are relegated to fads — because we are constantly on the lookout for the holy grail, the silver bullet that will provide an instantaneous cure to all our leadership woes.

Since the middle of the previous century, we have been bombarded by new additions and different angles to leadership. We have suffered through various versions of ethical, situational, transformational, and servant leadership. And, adding another layer of complexity, we've been introduced to related concepts such as memes, integral theory, and, lest we forget, the notion of leaders as mentors and coaches.

It's no wonder that leaders from many walks of life have been left with a sense of bewilderment and now question their ability to cope with leadership requirements in this rapidly changing world.

Our saving grace might be looking beyond what the latest best-seller propagates about leadership. This will likely lead us to conclude that all the leadership versions that we are so constantly bombarded with are contextual, elemental, and important manifestations of one: integrative leadership.

Yes, integrative leadership is ethical. Yes, it is manifest situational. Yes, it is in service of others. Yes, it is developmental. Yes, it is transformational. Yes, it is dialectic. Yes, it is systemic by nature. And yes, it also requires all leaders to fulfill mentoring as well as coaching roles.

To put it bluntly, contemporary leadership is and should be all of the above. To reduce it to one single leadership form is inappropriate and simplistic, especially given the ever-increasingly complex and volatile context within which all organizations must function.

To do the math, in modeling integrative leadership, it is perhaps appropriate to do so via log-linear models. Without getting into the complexities, in this type of model, all the leadership manifestations as alluded to here have to be present as singular, as well as higher-order effects, where the higher-order effects are indicative of the dynamic and multidirectional interplay between all of the singular leadership elements.

Contemporary leadership is brought together under the label of integrative (alternatively, systemic) leadership that should facilitate an organization's continued and seamless movement between efficacy, effectiveness, and disruptive paradigm-shifting levels of functionality. If this sounds complex, it is because it is. The main thing to remember is that integrative leadership is dialectic by nature.

This emphasizes the need for a dynamic and dialectic integrative leadership approach. It is an extremely tall order for leaders, but it is unavoidable because without it the successful longevity of organizations is very tentative.

As a leading business school, it is imperative that ISM should support leaders at all levels and in all types of organizations to embrace integrative leadership with its myriad manifestations and cascade appropriate leadership behavior to the different organizational levels.

The time is now; this is the age of integrative leadership. Nothing less will suffice.

Professor de Coning's online course Integrative Leadership in the 21st Century will be open for enrollment on MyISM from January-March, 2020.

ISM'S MENTORSHIP PROGRAM

For over a year now, ISM has been pairing current students with alumni to help create a mutually beneficial mentoring relationship. Mentorship is a voluntary partnership between mentor and mentee, generally from the same ISM degree program, working in similar fields or countries, or sharing similar interests.

- Mentoring is focused on supporting mentees to:
- define academic and career development objectives
- provide guidance, confront challenges, and monitor progress
- move towards the realization of established goals

Mentors have the opportunity to give back to the ISM community while benefiting from the informative perspective of other professionals.

If you would like to participate in our mentorship program as a mentor or mentee, contact our Student Services Coordinator, Stephanie Naudin, at **stephanie.naudin@ism.edu**.

TAG, POST, LIKE, SHARE

Share your memories with the ISM community around the world. If you take pictures during courses (inside or outside the classroom), please send them with a quote, caption, or tagline to the Student Services Coordinator (**stephanie.naudin@ism.edu**), and we'll post them on our social media.

If you have a news item to share such as recent publications, significant professional achievements, special awards/recognitions, or presentations at conferences, please send them with a brief summary to **news@ism.edu**. We look forward to hearing from you!

f facebook.com/intlschoolofmgmt

in linkedin.com/school/ismfrance

▼ @ismedu

⊙ @ismparis

WINNER OF THE 2017-2018 TEACHING EXCELLENCE AWARD REVEALED

We would like to congratulate the recipient of ISM's 2017-2018 Teaching Excellence Award, Professor Tobie de Coning. The winner was selected based on student evaluation scores, informal feedback, and dedication to the ISM community.

Dr. Tobie de Coning has been teaching for ISM and our external programs since 2015, and is a member of our core faculty. His subjects include Leadership in Higher Education Institutions in the doctoral program and various entrepreneurship courses including Corporate Entrepreneurship, Managing SMEs, and Entrepreneurship & Innovation for all degree programs.

Dr. de Coning is an academic from Stellenbosch University, South Africa. He teaches Entrepreneurship & Innovation in the MPhil program in Futures Studies at Stellenbosch Business School, where he is an emeritus professor and has held senior management positions including Associate Director as well as Chief Director of Strategic Initiatives and Human Resources for the university as a whole. Dr. de Coning played a key role in organizing and running ISM's international program at Stellenbosch University in the fall of 2018.

Over the last couple of years, Dr. de Coning has worked extensively on projects aimed at the internationalization of small and medium sized enterprises. He is well connected at international levels with visiting professorships at both Coventry University and Anglia Ruskin University in the United Kingdom, where his work focuses on the subject of Systemic Entrepreneurship, and at EMS Strasbourg, where he taught Strategic Human Resources Management. He is also a visiting academic at King's College in Aberdeen, Scotland, and has worked on collaborative programs with, among others, INSEAD.

Dr. de Coning is an experienced adviser and study leader at both the master's and doctoral levels. He currently works extensively with the Association of African Universities (AAU) to advance the functionality of member universities. Another of his key projects is aimed at eradicating youth unemployment and optimizing youth entrepreneurship.

Congratulations, Tobie! The award is well deserved, and we thank you for your continued support of ISM and our students.

RECENT GRADUATES

We are pleased to congratulate the students who graduated during the 2018-2019 academic year

INTERNATIONAL MBA

Paolo Aradillos (Philippines)
"Online Healthy Meal Delivery Service Business"

Carey Barnes (USA)
"Fire Wagon: A Division of Crash Rescue Equipment Service, Inc"

Amika Chitnis (India)
"Growth of the Biotechnology Industry in India and the Impact on Healthcare"

Veronika Dokken (Russia)
"International Commodity Markets: Problems and Perspectives"

Anteneh Getachew Kebede (Ethiopia)
"Challenges and Opportunities of Multinational Construction Companies in Ethiopia: A Multiple Case Study"

Maria Margarita Herrera Mercado (Colombia)
"Customer Service Analysis of the Sheraton Hotel in Bogota, Colombia"

Yu-Yen Doris Hung (Taiwan)
"Wine in Paris Business Plan"

Kohei Kashiwada (Japan)
"Effective Management Models for a Business Operation in Algeria by a Japanese Major Trading Firm"

Akinjide Odunlami (Nigeria)
"Oil and Gas Project Management in a Developing Economy"

Diego Pardo Cuéllar (Colombia)
"Recycling Cooking Oil for the Production of Biodiesel"

Konstantinos Pechlivanidis (Greece)
"Corporate Social Responsibility in the Cruise Industry: The Royal Caribbean International"

Keira Rakoff (USA)
"Global Mental Health Agency"

Bilal Slim (Lebanon)
"Construction Digitization in MEA"

Owolola Thompson Makinde (Nigeria)
"Motherminder® App"

Shaun Tyler (USA)
"Implementing a Golf Teaching Facility"

Barbara van Wissen-Boschet (Netherlands)
"Valuation of Biopharmaceuticals"

DBA

Noura Al Nowais (UAE)
"Managing a Funding Organization to Foster Smart City Entrepreneurship: The Case of Abu Dhabi's Khalifa Fund for Enterprise Development"

Farshid Alimoradi (Iran)
"Knowledge Sharing within Higher Education Institutions in Tehran, Iran"

Darren Allen (UK)
"Millennial Employees, Psychological Contract Breach, and Turnover Intentions"

Charlene Ashley (Jamaica)
"The Internationalization Process of Culture-Specific Products from Emerging Markets: A Case Study from Jamaica"

Noemi Castellanos de Küter
(Germany/Bolivia)
"Bicultural Leaders Leading Multicultural Teams in International Schools"

Deepa Chandrashekar (Canada)
"Management Practices in Insurance in the Financial and Energy Sectors in Qatar and UAE"

Fouad Kazim (UK)
"Digital Transformation and Leadership Styles: A Multiple Case Study"

Yin Yu Lum Gousgounis (Hong Kong)
"Analysis of Factors that Influence the Purchasing Intention for Home Health and Direct to Consumer Medical Devices"

Rui Pedro Garrudo da Mota Guedes
(Portugal)
"Quantitative Easing and the Equity Process in the Eurozone: A Single Case Study"

Tiffany Oloke (Nigeria)
"The Business Experiences of Nigerian Female Immigrant Entrepreneurs within the Service Industry in New York City: A Multiple Case Study"

Sara Sadvandi (Iran)
"Challenges of Human Factors Engineering in the Coming Transition to Autonomous Vehicle Technologies: A Multiple Case Study"

Nathan Sambul (USA)
"Personality Traits of Female Entrepreneurs Who Have Successfully Achieved Seed Funding"

Deseye Umurhohwo (Nigeria)
"Development and Implementation of an Effective Innovation Policy at Grassroots: A Multiple Case Study from Nigeria"

Egbert van de Schootbrugge (Norway)
"Disruptive Innovations: Technology the Forgotten Cause in Christensen's Theory"

PHD

Ronald Ajavon (Canada)
"The Impact of Psychological Contract Violations on Team Effectiveness"

Oweisana Akpokabowei Maslin (Nigeria)
"Employee Perspectives on Compensation and Occupational Safety in Small and Medium Size Enterprises within the Manufacturing Sector in Nigeria"

Anthony Bagherian (Sweden)
"Assessment of Source of Errors throughout the Six Sigma Implementation in Automobile Companies in Europe"

Omotola Bamigbaiye-Elatuyi (Nigeria)
"The Effect of Social Media on Consumer Buying Behavior"

Cordelia Egwe (Nigeria)
"The Socio-Economic Role of Small and Medium Scale Enterprises in Promoting Sustainable Development Initiatives in the Niger Delta Region of Nigeria"

Dorothy George-Ufot (Nigeria)
"Challenges of Microentrepreneurs in the Niger Delta Region for Business Survival: A Narrative Inquiry"

Payam Herischi (USA)
"The Impact of Leadership Styles on the Strategic Management of Healthcare Organizations"

Emmanuel Imafidon (Nigeria)
"Key Determinants of Successful Work Adjustment: A Case Study of Nigerian Expatriate Employees on International Assignments to the USA"

Larry Jones-Esan (UK)
"Infusing Knowledge Management in Higher Education in Nigeria: A Multiple Case Study"

Heber Longhurst (Mexico)
"Collaborative Governance in Impact Investing: A Multiple Case Study"

Nour Naboulsi (Lebanon)
"The Gendered Experiences and Career Trajectories of Academic Women in the Role of University President: A Multiple Case Study"

Francis Ntamu (Nigeria)
"The Role of Public Private Partnerships in Financing Infrastructure Projects in Nigeria"

Prince Chijioke Ofomata (Nigeria)
"The Effects of Fake and Adulterated Medicine on Nigerians"

Onuwa Victoria Ogbolu (Nigeria)
"Social and Economic Barriers to Entrepreneurship Entry: A Study of African Women Immigrants in Canada"

Reena Patel (USA)
"The Impact of India's Anti-Money Laundering Policy"

Juan Carlos Rivera López (Mexico)
"Extending the Dynamic Capabilities Framework of Employability Drivers of Competitive Advantage for University Business Graduates: A Multiple Case Study from Mexico"

Barbara Strother (USA)
"Expatriate Entrepreneurship: An Exploratory Study of the Drivers of Venture Creation among Expatriates in China"

MPHIL

Bakr Albar (Saudi Arabia)

Robert Armstrong (USA)

Oyebanji Fehintola (Nigeria)

Hartmut Grub (Germany)

Youssef Habbal (Lebanon)

Marc Laurenti (France)

Hala Rizk Zoghby (Lebanon)

Tyrrell Schmidt (USA)

John Turner White IV (USA)

Ernest Wooden Jr. (USA)

HIGHLIGHTS & ACHIEVEMENTS

ISM PhD candidate Maria Pressentin accepting Best of Regions award at the ACBSP 2019 annual conference.

PhD alumnus Khaled Zayed and PhD candidate Rebekah Placide have co-authored an article published in the *International Journal of Technology Enhanced Learning*. The article titled "Advocating for a Blockchain Voting System in the United States" pushes for the current US voting system to be dismantled and replaced by a blockchain and biometric system. The paper also gives recommendations for how to ease the transition from the old system to the new. **Read more.**

Professor Ivo Pezzuto published in the December 2019 print edition of the *Journal of Management and Sustainability*. The article titled "Making Healthcare Systems More Efficient and Sustainable in Emerging and Developing Economies Through Disruptive Innovation: The Case of Nigeria" focuses on Nigeria to show how disruptive innovation can lead to many opportunities in the healthcare sector of developing economies. **Read more.**

PhD candidate Adriana Torres was named in the Hispanic Information Technology Executive Council (HITEC) 2020 Top 100 List. The Top 100 List recognizes the most influential Hispanic leaders in technology today. **Read more**.

ISM PhD alumnus Anis El Khatib co-authored two articles published in 2019. Both articles drew inspiration from Khatib's dissertation. The first article titled "The Intellectual Capital as a Measure of the Post-War Performance of Lebanese Banks" was published in August through the Society for Science and Education. The second titled "The Balanced Scorecard as a Measure for Performance of Banks in Lebanon: A Review of Literature" was published in September in the *International Review of Management and Business Research*. **Read more**.

Professor Daphne Halkias was the recipient of a 2019 Emerald Literati Outstanding Paper Award. Halkias co-authored the winning paper "Assessing cross-national invariance of the three-component model of organizational commitment: a cross-country study of university faculty" which appeared in Volume 13 issue 3 of the *EuroMed Journal of Business*. **Read more**.

PhD candidate Kasia Zajkowska spoke at The Social Innovation and Global Ethics Forum (SIGEF) in Japan from September 18-19, 2019. SIGEF is an annual international event organized by Horyou, the Social Network for Social Good. SIGEF2019 brought together an array of government authorities, business executives, international organization representatives and academia, as well as a number of experts and advocates of the United Nations Sustainable Development Goals (SDG). **Read more**.

PhD candidate Ram Ramachandran presented a lecture at the International Conference on E-Learning in the Workplace, held at Columbia University in New York from June 12-14, 2019. His presentation was titled "Emerging Technology: Transforming India's Education System." Ramachandran discussed the influence of entrepreneurs and EdTech in bringing about transformational change in the educational design and delivery. **Read more**.

PhD candidate Maria Pressentin won the Best of Regions award for the best paper presentation at the 2019 Accreditation Council for Business Schools and Programs (ACBSP) annual conference held in Houston, Texas from June 21-24, 2019. Pressentin competed against all the other regional winners in the United States, Latin America, and India to win for her paper titled "Ingredients for Social Entrepreneurial Leadership: Self Mastery, Networks, Work Values, and Competence." **Read more**.

PhD candidate Helen Emore spoke at the TechMoney Africa Summit held in Lagos, Nigeria from June 10-11, 2019. Emore was a panelist in the session where she shared her insights on marketing and business development strategies. TechMoney Africa Summit is an annual event that brings together the leading minds in technology, innovation and finance across Africa to discuss how tech, money and innovation can meet to solve Africa's biggest challenges. **Read more**.

Professor Daphne Halkias presented a paper at the 2019 Academy of Management (AoM) Annual Meeting to be held in Boston from August 9-13, 2019. The paper titled "African American Women Managers' Experiences in Predominantly Black Work Environments" was co-authored by Dr. Ray Sanders Muhammad from New England College. The purpose of the paper was to "gain a deeper understanding of the leadership experiences of African American women managers employed in predominantly Black work environments." **Read more**.

THE YEAR AHEAD: 2020

PARIS, FRANCE

Entrepreneurship I, January 13-15
Effective Private-Public Partnerships, January 16-18
Strategic Management, February 3-5
Entrepreneurship II: Startup Creation & Fundraising, February 6-8
Green Finance for Sustainability, March 16-18
Business Data Analytics, March 19-21
International Capital Markets, April 20-22
Venture Capital & Private Equity, April 23-25
Customer Relationship Management, May 25-27
The Future of Work, May 28-30
Global Economics & Competitiveness, June 22-24
New Product Development, June 25-27

NEW YORK CITY, USA

Legal, Regulatory, & Compliance Issues, July 13-15
Social Entrepreneurship, July 16-18

SÃO PAULO, BRAZIL

Fall dates, individual courses to be determined

E-LEARNING

Accounting & Financial Analysis
Advanced Qualitative Research Methods (DBA/PhD only)
Business Statistics & Research Methods for Managers
Case Methodology (IMBA only)
Dissertation Workshop (DBA/PhD only)
Integrative Leadership in the 21st Century
Introduction to Research Methods (DBA/PhD only)
Managing the Innovation Process
Research Methods (DBA/PhD only)
Teaching & the Human Brain (DBA/PhD only)
Writing a Doctoral-Level Research Paper (DBA/PhD only)

ISM ANNUAL
2019