



IN THIS EDITION:

2022 ANNUAL REPORT

ISM IN SOUTH AFRICA: ADVENTURE AWAITS

THE NEW DOCTORAL PROCESS TIMELINE

REMEMBERING JACK HAMPTON

ISM ANNUAL
2022



INTRODUCTION

Alison Knight, MSW, Executive Director

Dear ISM community,

My team and I were grateful to return to in-person courses in Paris and New York in 2022, and it was a pleasure to see so many of you in the classroom. If you haven't heard, we are trying something new for the upcoming program in South Africa in March 2023. The first week is made up of our traditional short courses and the second week is an experiential field trip to a lodge, including game drives! It should be an incredible learning experience, as well as quite an adventure. I'd like to applaud the innovative spirit and collaboration this took to achieve, led by Dean Tobias de Coning and Dr. Maurice Forget; and the can-do attitude of our staff to help put all the supporting details together. This is new territory for ISM, but we are committed to continually innovating our programs with the hope that it best serves our academic community. It's easy to maintain the status quo, so I am quite proud of our team for taking risks and trying something new.

Innovations within our programs are a theme you will likely see throughout 2023 and beyond. One major positive change is related to the dissertation process, with the addition of the dissertation proposal tutorial and the dissertation workshops. I am confident that these changes will provide a stronger foundation for our DBA and PhD students to flourish in the dissertation process.

In other exciting news, graduation is scheduled for November 11, 2023, in Paris! More details will follow in the coming months. Pay close attention to your email and social media accounts if you are interested in joining, either as an audience member or walking across the stage.

You can read more about these exciting developments, as well as much more, in this year's newsletter. As always, I welcome your comments and feedback, so feel free to contact me directly at alison.knight@ism.edu.

On behalf of the entire ISM staff, I wish you and your loved ones a happy new year!

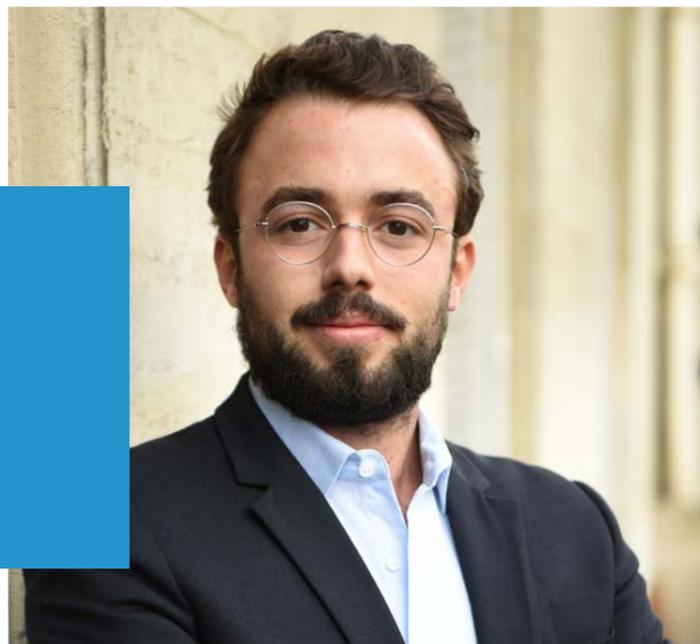
All the best,

Alison Knight, MSW, Executive Director

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THE NEW DOCTORAL PROCESS TIMELINE



Maurice Forget, PhD, Director of Doctoral Studies

Dear ISM community,

In 2022, we incorporated a new academic department structure for ISM with the hiring of department chairs. Bringing together the energy of other faculty members and students around a shared specialization and interest, department chairs showed their dedication to exceeding academic standards for both courses and research in their specific fields. This new academic leadership was incremental in reshaping our approach to the doctoral process and strengthening our core doctoral courses. Looking back at this year of positive change and intense collegial work, I would like to highlight one fundamental change for the doctoral programs that will directly impact current students: the three new distinct phases in the doctoral process that will hopefully give doctoral students more clarity about the program's timeline.

The first phase is entirely dedicated to **(1) coursework**. Doctoral students must complete all core doctoral research courses and at least half of their multidisciplinary coursework during this first step. On average, this coursework phase takes two years.

The second phase focuses on the **(2) dissertation proposal**. While completing the remaining multidisciplinary coursework (at least 75% before moving to the third phase), doctoral students will craft their dissertation proposal (first draft of the first three chapters) through a one-on-one tutorial process and online and in-person research clinics. The proposal process culminates with the proposal hearing and the mandatory comp exams. This marks the official transition from doctoral student status to doctoral candidate status.

The third and last phase should be ideally only dedicated to **(3) doctoral research**. Doctoral candidates conduct their supervised research with their dedicated dissertation chair while attending the Dean's online monthly dissertation workshop with fellow doctoral candidates. Once they are finished writing the remaining chapters, doctoral candidates defend their dissertations and officially graduate after the revisions are approved by their dissertation committee if all

the other requirements are met (coursework, comp exams, teaching, publications, etc.).

In 2023, we will take these changes to the next level in terms of research for the entire ISM community. Dr. Chris Schinckus has accepted the additional ISM's Director of Research Strategy role as of this month. In this new role, Dr. Schinckus will start by designing a roadmap for the elaboration phase of the latest ISM research strategy that will focus on research synergies among current students, professors, and our 3500-strong alumni network, active since 1998. In order to create coherence in our approach to research, Dr. Schinckus will now also be teaching the research methods courses year-long online and once a year in person during our Paris research week (see our 2023 course schedule for more information). This research week will also include a publication workshop open to both students and alumni.

As our quinquennial graduation is coming up on November 11th in Paris, I have recently reached out to all doctoral candidates in the dissertation phase. If you need any support or advice to maintain a feasible timeline to defend and graduate by November, please email me as soon as possible, as there is still time to aim for it realistically.

I wish you and your families all the best for 2023, and I look forward to seeing you in Paris, New York, or South Africa this year!

Best regards,

Maurice Forget, EdD, Director of Doctoral Studies

PHD PROGRAM TIMELINE

PHASE 1 COURSEWORK

- Complete all the **required research courses** (5 credits: Advanced Academic Writing & Literature Review, Statistical Analysis, Research Methods) - these courses are offered all year-long online.
- Complete at least **half of the multidisciplinary courses** (8 credits) online, in Paris, New York or at any of our other rotating locations (Cape Town, São Paulo, New Delhi or Shanghai).

Estimated completion time of Phase 1: 18 months to 3 years (2 years on average)

PHASE 2 DISSERTATION PROPOSAL

- **Dissertation proposal tutorial** (5 credits): one-on-one sessions with the director of doctoral studies and collective research clinics (online or in-person) to craft a dissertation proposal (first draft of the first three chapters of your doctoral dissertation).
- Hold your **proposal hearing** with the director of doctoral studies or the dean to pass in order to move on to Phase 3 and have a dedicated dissertation chair appointed to your dissertation.
- Complete at least 75% of the remaining multidisciplinary and specialization courses (13.5 out of 18 credits total) in order to submit and pass your mandatory **Comp Exams** (2 credits) - official transition from doctoral **student** status to doctoral **candidate** status.

Estimated completion time of Phase 2: 6 to 18 months (average of one year)

PHASE 3 DOCTORAL RESEARCH

- **Official dissertation phase** (25 credits): conduct your supervised research with your dissertation chair and finish writing your chapters.
- If not completed during Phase 1 or 2, you must complete all the **remaining multidisciplinary coursework credits** (18 total) and **teaching or publication requirement** (10 credits) - you can attend the monthly online Dean's **dissertation workshops** to discuss with your fellow doctoral candidates.
- Once the manuscript is approved by the dissertation chair, hold your **final defense** with your dissertation committee (i.e., the dissertation chair, a second reader, and the director of doctoral studies or the dean) and then submit your **revisions**. In order to get distinction on your dissertation, you will then need to submit the **first draft of an academic article based on your doctoral research** to the director of research strategy.

Estimated completion time of Phase 3: 6 to 18 months (average of one year)

DBA PROGRAM TIMELINE

PHASE 1 COURSEWORK

- Complete all the **required research courses** (5 credits: Advanced Academic Writing & Literature Review, Statistical Analysis, Research Methods) - these courses are offered all year-long online.
- Complete at least **half of the multidisciplinary courses** (8 credits) online, in Paris, New York or at any of our other rotating locations (Cape Town, São Paulo, New Delhi or Shanghai).

Estimated completion time of Phase 1: 18 months to 3 years (2 years on average)

PHASE 2 DISSERTATION PROPOSAL

- **Dissertation proposal tutorial** (5 credits): one-on-one sessions with the director of doctoral studies and collective research clinics (online or in-person) to craft a dissertation proposal (first draft of the first three chapters of your doctoral dissertation).
- Hold your **proposal hearing** with the director of doctoral studies or the dean to pass in order to move on to Phase 3 and have a dedicated dissertation chair appointed to your dissertation.
- Complete at least 75% of the remaining multidisciplinary and specialization courses (13.5 out of 18 credits total) in order to submit and pass your mandatory **Comp Exams** (2 credits) - official transition from doctoral **student** status to doctoral **candidate** status.

Estimated completion time of Phase 2: 6 to 18 months (average of one year)

PHASE 3 DOCTORAL RESEARCH

- **Official dissertation phase** (25 credits): conduct your supervised research with your dissertation chair and finish writing your chapters.
- If not completed during Phase 1 or 2, you must complete all the **remaining multidisciplinary coursework credits** (16 total) - you can attend the monthly online Dean's **dissertation workshops** to discuss with your fellow doctoral candidates.
- Once the manuscript is approved by the dissertation chair, hold your **final defense** with your dissertation committee (i.e., the dissertation chair, a second reader, and the director of doctoral studies or the dean) and then submit your **revisions**.

Estimated completion time of Phase 3: 6 to 18 months (average of one year)

2022 ANNUAL REPORT

Our Year in Review

LEADERSHIP & STAFF

- Dr. Maurice Forget holds a new role as the Director of Doctoral Studies.
- Dr. Tobias de Coning, a long time professor and department chair, has moved into the Dean role.
- Dara Treter is new to ISM and has been providing significant support to the administration and admissions department as of 2022.
- Keira Rakoff, ISM alumnus, is now working as the Programs Manager. **Read more on page 14.**

ADMISSIONS & NEW STUDENTS

Enrollments were steady, despite the continued downturn in international enrollments experienced by most schools and universities throughout the world.

A few interesting points about the new students enrolled in 2022:

16 countries were represented, including Bangladesh, Cameroon, Canada, France, Germany, Ghana, Libya, Morocco, Namibia, Nigeria, Pakistan, Russia, Saudi Arabia, South Africa, United States, United Kingdom.

We achieved the goal of a minimum 40:60 ratio of women to men.

Over \$750,000 was awarded in scholarship funds.

FACULTY & RESEARCH HIGHLIGHTS

ISM welcomed new faculty members in 2022 including:

- Lilian Ajayi Ore will be teaching Digital Marketing
- Maria Kuts transitioned into a fully academic role as a professor in ISM's international partner programs.

ISM revived its FinTech research group.

Ulrike Mayrhofer and Amit Dogra were the recipients of the 2021-2022 Teaching Excellence Award. **Read more on page 25.**

Finance Department Chair Christophe Schinckus was appointed as Director of Research Strategy. **Read more on page 9.**

Featured Faculty News

Strategic Technology Department Chair Bernhard Koelmel co-authored an article titled "Robotic Process Automation and Artificial Intelligence: Current and future potential of RPA and AI" in *ERP Management Journal*.

Finance Department Chair Dr. Christophe Schinckus co-authored an article in the July 2022 issue of *Quality & Quantity Journal* titled "How Do Countries Deal With Global Uncertainty? Domestic Ability To Absorb Shock Through the Lens of the Economic Complexity and Export Diversification."

Read more news on page 26.

PROGRAMS & CURRICULUM

ISM returned to in-person courses with successful course blocks in Paris and New York.

ISM added several new courses last year including:

- Global Supply Chain Management
- Enterprise Agility
- Active Investment Management
- Career Development I was renamed to Leadership Development and Career Development II was renamed to Emotional Intelligence in Business

DIVERSITY & INCLUSION

We are extremely proud of the 2022 *Perspectives* publication—our most successful edition yet! Because of the incredible amount of interest in contributing articles, we are considering other avenues to expand this work—possibly via more regular publications or with an ongoing news section on our website.

Professor Kimberly Reeve and DBA alumnus Laurent Dorey co-authored a paper titled "Significance of diversity in Born Globals' business performance: A multiple case, multiply country study" that was accepted for presentation at the 2022 EURAM conference hosted at the ZHAW School of Management and Law.

Over \$300,000 in scholarship funds awarded to support DI initiatives as part of the Women in Business Scholarship and the Dean's Opportunity Scholarship.

ISM IN SOUTH AFRICA: AN ADVENTURE AWAITS



Tobias de Coning, PhD, Dean

Following a successful course block in iconic Cape Town in 2018, ISM will return to South Africa in spring 2023. We will start our academic journey in the charming university town of Stellenbosch (one of the most beautiful campuses in the world), which is only a 45-minute drive from Cape Town and in the center of South Africa's magnificent wine-producing area.

In Stellenbosch, our venue is on the main campus of Stellenbosch University, one of Africa's top three universities and rated among the top 350 universities globally. Here, we'll immerse ourselves in two dynamic courses: Future Thinking and Management Consultancy.

Both these courses will be presented by expert professional and vastly experienced presenters (professors Andre Roux & myself and Drs. Edo Heyns & Tommie van Zyl) and will be finely balanced to ensure optimal participant engagement and experience: short lectures, group work/presentations, guest speakers and several company site visits.

After enjoying the various extracurricular delights of this vibrant and beautiful university town, and having had ample opportunity to sample the attractions of the various Cape Town tourist spots, we will move our focus to the far northeastern part of South Africa for the second half of the program.

Following our flight from Cape Town to Hoedspruit, we will go directly into a private game reserve: Kapama Lodge. After a short lecture to set the scene for our final course—Organizations as dynamic systems—we will be treated to guided tours in a natural wildlife environment with a chance to see the particular natural ecosystem's wildlife (including the big 5 – elephants, buffalo, leopards, lions, and rhinos) plants, topography and unspoiled beauty. We will spend the night and the next morning in this unique and luxurious setting and then leave by bus to our next destination: Tzaneen Country Lodge.

At Tzaneen Country Lodge, we will continue with our course on Organizations as dynamic systems (short lectures, group work/group presentations). After breakfast on Tuesday, we travel by bus to ZZ2 where we will spend the entire day. Here we shall experience the company as an entity, family, community, ecosystem, biome, and also in the context of a biosphere. That evening we return to

Tzaneen Country Lodge for our final group dinner. After breakfast on Wednesday, we as a group have a final colloquium to reflect on our experiences and what we have learned. Thereafter, we will return by bus to Hoedspruit for our flights to either Johannesburg or Cape Town.

Do not miss this opportunity to experience the natural beauty and diversity of South Africa, the vibrancy of its diverse people, and its unique combination of a first- and third-world economy with all of the accompanying challenges and opportunities.

I will act as host for this ISM South Africa visit and will do my utmost to ensure that you will have a memorable and quality academic experience in the vibrant, diverse and unique South African environment.

The ISM team and Stellenbosch University are looking forward to welcoming you to South Africa!

Registration for courses will close in February. Contact Programs Manager Keira Rakoff at keira.rakoff@ism.edu if you would like to learn more and register.



RESEARCH WISDOM AT ISM



Christophe Schinckus, PhD, Finance Department Chair

Excellence in research is one of the key tenets of ISM's mission. Firmly rooted in its international character, ISM offers an ideal context for the production of comparative, thought-provoking, and cutting-edge research in all areas of business, management, and the social sciences.

Research at universities consists of the organization of societal and epistemic activities involving communities of scholars who share their expertise with the purpose of improving the practical and theoretical understanding of our societies. However, the importance of academic research is going far beyond the mere formulation of an academic analysis.

From a macro-economic perspective, existing works demonstrated that university research can be positively related to faster economic growth (Valero and Van Reenen, 2019) as well as an improvement of the economic output with stronger effects for geographically closer regions (Gennaioli et al. 2013). Research is more than a driver for macro-economic growth. Precisely, at an individual and educational level, it also embodies one of the best learning experiences – indeed, through the development of a methodological inquiry, research helps learners to develop a reflexive evidence-based, and critical mode of thinking which is essential for all leaders today as detailed by Sanscartier (2013) and explained by Dunleavy hereafter:

“Evidence [...] suggested that leaders who have, or attain good critical thinking skills will be able to evaluate, judge, better understand and resolve issues more efficiently. We need more critical thinkers in this world! Using critical thinking within leadership approaches is an important component and probably should not be overlooked. A leader should have good critical thinking skills”. Dunleavy (2020).

ISM engages in research as part of its missions around learning and critical thinking with the purpose of helping its students to nurture their potential and achieve their goals as scholars—but also as leaders. In this context, research can be seen as an essential component of knowledge creation. Scholars deal with research to test the validity/reliability of their claims to generate new forms of knowledge and contribute to society. This intellectual journey also brings them to question their own abilities (and limitations) as learners. The majority of ISM students and ISM colleagues engaged in a research journey can testify that doing research is not only about academic knowledge but also a form of

learning about themselves. A long time ago, Aristotle wrote “Knowing yourself is the beginning of all wisdom” – the research environment at ISM helps all students and colleagues to embrace this ancient wisdom by questioning the following aspects:

- the ability to go out of everyday life and the common thought;
- the willingness to go beyond the epistemic comfort zone (i.e., mental/intellectual habits);
- the commitment to re-articulate previous knowledge in a more structured/justified framework;
- the motivation to create new forms of knowledge.

ISM aims to conduct research activities of the highest quality that have the potential to be world-changing by acknowledging the importance of the ‘human touch’ in the research process. With this purpose, the research initiatives need to be cohesively articulated through a specific strategy that will help to strengthen our framework of excellence. Starting in January, the ISM leadership team will work on such a strategy to define the ways ISM will implement an ethos of collaborative inquiry and strengthen its impact on scholars, businesses, and society.

References:

- Aristotle, *Nicomachean Ethics*, in *The Basic Works of Aristotle*, Richard McKeon, New York: Random House, 1941, pp. 935–1112.
- Dunleavy L. (2020). “Critical Thinking in leadership: Is it necessary?” - Retrieved from: <https://sites.psu.edu/leadership/2020/10/23/critical-thinking-in-leadership-is-it-necessary/>
- Gennaioli, N, R La Porta, F Lopez de Silanes and A Shleifer (2013) “Human Capital and Regional Development,” *Quarterly Journal of Economics* 128(1), 105-164
- Sanscartier M. (2013). “Leadership – The Importance of Critical Thinking” - Retrieved from: <https://www.marchfifteen.ca/leadership-the-importance-of-critical-thinking/>
- Valero A. and Van Reenen J. (2019). “The economic impact of universities: evidence from across the globe”. *Economics of Education Review*, 68(2), 53-67.

DESIGN SCIENCE RESEARCH



Bernhard Koelmel, PhD, Strategic Technology Management Department Chair

DESIGN SCIENCE RESEARCH AS A PRACTICE-ORIENTED RESEARCH METHOD AT ISM.

Probably the greatest challenge of a part-time education is that two significant activities must be managed simultaneously: high-quality work on the job, on one hand, and the production of a substantial academic thesis, on the other. While there are some challenges to overcome in an in-service doctoral program, there are also numerous opportunities to take advantage of. For students, the successful completion of their projects requires the right framework conditions and the flexibility of all involved—in addition to enthusiasm for their topic and the joy of scientific work.

Design Science Research (DSR) is a broad research paradigm that aims to generate design knowledge. It is a research method that aims to seek and develop solutions to practical problems by combining rigor and practical relevance. To this end, innovative artifacts are created that expand human knowledge through systematic design and critical evaluation. To identify previously developed artifacts that contribute to the solution of the problem or to the development of new artifacts, a systematic literature review should be conducted at the beginning of each research project. This helps students to get an overview of the enormous number of readings, journals, and books and filter out literature relevant to their topic.

DSR aims to generate prescriptive knowledge about the design of artifacts, such as software, methods, models, or concepts. This design knowledge helps researchers and practitioners to design artifacts systematically and scientifically in future projects. This design and application can, in turn, generate design-oriented knowledge that can be applied concretely.

In order to contribute to both the theory and practice of solving real-world problems, not only do novel solutions (artifacts) need to be designed, but their broad impact on the application domain needs to also be demonstrated. This is to demonstrate the so-called rigor and relevance of DSR research. DSR thus seeks to generate knowledge on how to effectively design and deploy novel solutions to relevant

problems. The knowledge that is generated must include information about the solution, but also evidence that shows how well the novel solution addresses the problem. Thus, it should show how the solution can be used effectively in the real world to satisfy the stakeholders of the problem.

This knowledge covers three fundamental aspects in DSR: the problem space, the solution space, and the knowledge that describes the effectiveness of the problem solution through the generated artifact(s). This third aspect is called the evaluation. The evaluation describes the extent to which the constructed novel artifacts (solution space) address the problem space and satisfy the stakeholders implicated in the problem.

If one also takes advantage of the opportunities offered by a part-time doctorate, the work done is doubly worthwhile. In this context, DSR offers enormous opportunities as a practice-oriented research method.

ADVICE FOR PUBLISHING POST-DISSERTATION



Judy Knight, MLS, ISM Librarian

Once your dissertation has been successfully defended and approved, the dissertation journey is not necessarily over! It is highly recommended that you take the results of your hard work to the next level by converting your dissertation into one or more publishable journal articles. In doing so, you will add to the body of knowledge in your subject area, as well as increase the visibility of your work to a wider audience.

Important considerations when preparing to adapt your dissertation into a journal article:

- Avoid simply writing a summary of your dissertation. This is generally not suitable for a journal manuscript. Focus instead on one or more sections or themes drawn from the dissertation for an article, or possibly a series of articles.
- Revise your dissertation with an aim toward brevity and a significant reduction in length.
- Identify suitable target journals for article submission. Review a journal's aims and scope to make sure your paper is a good fit in terms of subject matter, article types accepted, and audience. Some journals encourage authors to contact the editor with a preliminary inquiry regarding the suitability of a proposed manuscript topic.
- Pay careful attention to a journal's author guidelines. This includes required article format and style guide, limitations in word count and length, submission procedure, and more. Non-adherence to a journal's guidelines can result in automatic rejection.
- Ask a mentor for feedback and constructive criticism of your manuscript. Someone who is experienced in writing academic articles can also provide useful advice on the publication process. You may additionally consider working with an editing service prior to submission.

- Be prepared to be asked to resubmit with revisions after submission. The goal of peer review is to ensure the quality of papers prior to publication. It is not uncommon for authors to receive critiques and recommendations to improve the quality of the paper or identify errors that need correcting. Resubmission with revisions may be required in order to be accepted for final publication.
- Rejection of a manuscript does not mean your article cannot be revised and submitted to another journal. A rejection letter often provides constructive comments regarding why a manuscript was not accepted as well as suggestions on ways to improve it. You can then revise the paper accordingly and submit it to a different journal.

Essential Reading:

American Psychological Association. (2020). Publication process. In American Psychological Association, *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed., pp. 371-395), American Psychological Association.

This book chapter from APA contains important and practical topics that include:

- Adapting a dissertation into a journal article (<https://apastyle.apa.org/style-grammar-guidelines/research-publication/dissertation-thesis>)
- Selecting a journal for publication
- Understanding the publication process
- Manuscript preparation
- Copyright and permission guidelines
- Sharing and promoting your article once published

Recommended Articles:

Bowen, G. A. (2010). From qualitative dissertation to quality articles: Seven lessons learned. *Qualitative Report*, 15(4), 864-879. <https://eric.ed.gov/?id=EJ896175>

Stadlander, L. (2022). Rewriting a social science dissertation into a journal article and getting it published. *Journal of Social, Behavioral, and Health Sciences*, 16(1), 94-102. <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1560&context=jsbhs>

Thomas, B., & Skinner, H. (2012). Dissertation to journal article: A systematic approach. *Education Research International*, 2012. <https://www.hindawi.com/journals/edri/2012/862135/>

Other Avenues to Pursue Post-Dissertation

In addition to writing journal articles, you should also consider publishing your complete dissertation in one or all of the following repositories:

ProQuest's Thesis and Dissertation Database

Submission Site: ProQuest ETD Administrator - Submitting Your Dissertation/Thesis

Ebsco Open Dissertations

Submission Site: <https://dissertations.librariescreate.com/>

ResearchGate

<https://www.researchgate.net/signup.SignUp.html>

If you have any questions, please contact me, Judy Knight, at library@ism.edu

TAG, POST, LIKE, SHARE

Share your memories with the ISM community around the world. If you have pictures (from inside or outside the classroom), send them with a quote, caption, or tagline to news@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, send them with a brief summary to news@ism.edu. We look forward to hearing from you!

 @intlschoolofmgmt

 schools/ismfrance

 @ismedu

 @ismparis



**SAVE THE DATE:
ISM GRADUATION 2023**

We are thrilled to announce that ISM will host its next graduation ceremony on November 11, 2023, in Paris. If you will graduate or have graduated ahead of the confirmation deadline and are eligible to walk, we invite you to come and celebrate your tremendous accomplishment with family, friends, and your fellow ISM community members! Students, faculty, and fellow alumni are also invited to attend this momentous occasion. More details and pre-registration will follow early this year, so stay tuned.

JOINING THE ISM TEAM



Keira Rakoff, LMHC, MBA, Programs Manager

I was thrilled to join the ISM staff in June 2022 as Programs Manager! As a former IMBA student and now alumnus, it is great to see how the school has grown and changed since my time as a student, and the exciting changes we have ahead.

I was born in the United States and grew up in New York. I completed a Master's program in Mental Health Counseling back in New York and worked for some years as a therapist. When I came to Paris back in 2017 to start my IMBA program with ISM, I had no idea that I would be starting a whole new life in France. Since graduating with my IMBA, I have been fortunate to work steadily in France and grow my career.

I began working with an ISM student, JoEllen McLaughlin, in 2018 for her management consulting company, Sage Business Coaching & Consulting. We have been working together remotely and in person for the past 4 years, and even through tough Covid times, her company has been thriving! I also started my own private mental health practice in Paris back in 2019 to help expats who were looking for an

English-speaking clinician. In 2020, I moved to Marseille, France to experience a different part of France and enjoy more of the sunshine. I expanded my practice to include the expat community in Aix-en-Provence as well.

Always looking for new experiences and to expand my community in France, I was fortunate to be offered the position of Programs Manager early last summer. I enjoy working with all the ISM students as we have such a wonderful, international school. In my time so far, I have also learned so much about the world of academia and higher education. And it has been a welcome challenge to help prepare for a rigorous academic year. I am very much looking forward to all ISM has in store for 2023, including South Africa and many more courses in Paris. I look forward to getting a chance to hopefully work with all of you!

JOIN ISM'S MENTORSHIP PROGRAM

ISM's mentorship program pairs 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 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 Academic Programs Manager, Keira Rakoff at keira.rakoff@ism.edu.



BEYOND A VEIL: A CRY FOR FREEDOM

Nina Mohadjer, PhD Alumnus

My story actually starts long before I was born. It starts in 1961 when my father decided to move to Germany and study. His goal was to become a German engineer and learn about the quality of “Made in Germany” items, then return to Iran and implement German techniques in the Iranian industry. He promised his newlywed wife, my mother, and my 6-month-old sister that he would come back very soon.

And he did.

Two years later, he picked them up and brought them to Germany so that my mother could also study and expand her knowledge. They did not even need to discuss the fact that they would move back to their home county.

And they did.

In 1969, they moved back to see a different Iran, where aunts and cousins who had been reluctant to go to school were studying. Or where a woman with a hijab would sit next to a woman with a miniskirt and have a conversation. They were so impressed that they stayed. A couple of years later, I was born in the midst of Tehran. It was clear that I would be raised bi-lingual and attend a German school. We celebrated Iranian holidays and German ones. In short, the best example of living diversity.

While I had a wonderfully carefree childhood, my world shattered in 1978 with just one phone call. One of my teachers called my parents to discuss how to deal with the upcoming demonstrations and whether or not it was safe enough to send all the kids attending the German school who had to ride the bright yellow school bus through the streets. Needless to say, back then we thought it was cool to miss school, but little did we know that this would become more the norm than the exception.

In the following year leading to the Islamic Revolution, we were home-schooled, had to attend school classes at friends’ houses, where 30-40 kids were taught sitting on the floors of living rooms, and kept hearing the cry for regime change on the streets. We were told not to talk to anyone about anything. Even answering the most simple questions about whether you celebrate Christmas or where you spend your summers could lead to an arrest, as they would stamp you as pro-West.

My family was facing another move when the regulation was put in place that anyone without foreign parents had to attend Iranian schools. Christmas of 1979, my parents decided that we should move back to Germany. The demonstrations and shouting on the streets, the military confinement at 3:00 pm, that no one was allowed to break, and the beginning of mandatory hijabs had become the main topic of discussions at any family gathering. There were two groups in my extended family, an extended family in which everyone had been unified in a peaceful manner before.

There was one group of family members who had come back to Iran to fight for the revolution and, overnight, claimed to be very religious. This group had all of a sudden forgotten about all their “sins” of drinking alcohol and not even knowing one Koran verse. They stood in front of us and called my family “pro-Western.” Then we had the second group, which was anti-everything. They wanted things to remain as they were. But this group’s population was decreasing by the minute. One cousin, who barely spoke Farsi, as she had grown up in the United States, walked up to me at one family gathering and started fiddling with her headscarf, claiming that she thought it was great that Indians were recognized by their Saris and that we Iranians would be recognized by our hijabs. Even though I was just 9 years old, I said that I was Iranian and did not want to cover my hair, which was usually braided in two black braids, reaching almost to my waist.

In September 1980, my parents finalized their decision, and we

moved. It was September 9th, exactly one week before the Iran-Iraq war. And on September 10th, I stood in front of 35 blond and blue-eyed girls at a catholic girl’s school and was introduced as the girl who had left her country. I always claim that this was the exact moment that started my interest and passion for diversity.

Now, 43 years later, I feel like I am reliving those days. You might ask how and why, as I have not been living in Iran during those years, and you might ask why I am telling you all of this. But you need to actually look even further back in history to understand the present situation in Iran. You need to look back at the beginning of the last century to understand oppression and the cry for freedom.

At the beginning of the last century, during a political change, when the majority of Iranian women were wearing full hijab (magh-nae, meaning a full head covering, not to be mistaken with a burka), women were attacked on the streets to take their covers off. Persia was renamed Iran and with this new name, responsibilities were set on the citizens: it was supposed to be a modern country. A modern country would not need religious attire. I recall my grandmothers telling me stories about how their generation was not used to this requested and enforced change. One of them wanted to wear her headscarf. She wanted to make her own decision, but she couldn’t. Times passed and in 1979, with the introduction of the mandatory hijab, it was again dictated and enforced on Iranian women that they should look and behave a certain way. You might ask whether it is not religion per se that mandates the lack of women’s rights. Without getting into a religious discussion, I can assure you it is not.

Due to my studies, I recently had the pleasure of interviewing nine Iranian women who work in Iran. They all had different educational backgrounds, marital statuses, and ages, but they had one thing in common: the cry for freedom. Each one of them described, in her own words, the struggles of working in a patriarchal society where they were “seen and treated as second-class citizens.” But I realized they were ready to fly, and Mahsa Amini’s death opened the doors to their prison and gave them the courage to fly and roar, demanding their rights.

Trying to look at the parallels between the beginning of last century, looking at the situation in 1979 and comparing it to now, we do have similarities: each is aiming for change. However, the present situation has two major differences: women are at the forefront, and it is a united fight. Unlike my grandmothers’ stories or the one I experienced in 1979, you see images of young women with and without hijab, standing side by side and demanding the same: freedom of choice, freedom of speech, and freedom of existence as first-class citizens.

You might look at the images and think that these are just schoolkids, like me in 1978, who want to skip school and have some excitement in their school day. But look again: this is the new generation of Millennials and Gen-Z, the ones we (Gen-X and Baby Boomers) consider entitled and lazy. This is the generation that does not see national boundaries when they look at attire. This is the generation that is open-minded and sees the common denominator of humankind. This generation is tired of men deciding what they should wear, study, who they should marry, or where they travel to. They are educated and want to make their own decisions. As Simone de Beauvoir said, “Man is defined as a human being and a woman as a female—whenever she behaves as a human being, she is said to imitate the male.” Now we can witness the revolution led by young women who want to get away from this status. I don’t recall who had said it and where I read the article, but in 1979 someone very smart said that Iran was the center of the Middle East and war and peace in the country would have a ripple effect on all the other Middle Eastern countries. If you had not noticed, each of the neighboring countries has been in a foreign or in a civil war since 1979, but let me also demonstrate with the present situation in Afghanistan and the women recently marching in protest of the Taliban regime and asking for freedom.

Women in Iran are tired. They are tired of being told how they should be; they are tired of sacrificing their youth, beauty, experience, and general existence; and they are tired of chasing their freedom. They want equality.

As we say in Persian, San, Sendeghi, Azadi: To women, life, and freedom.





**BETTER BUSINESS THINKING,
BETTER OUTCOMES FOR
OUR WORLD**

Ken Tencer, DBA Candidate

Say Hi to the Future is a community driven by passion, savage curiosity, and the audacity to make a difference. It tackles wicked organizational problems and complex social challenges, engaging teams’ next-generation disruptors and breakthrough thinkers from incubators, colleges, and underrepresented populations globally.

Say Hi to the Future was brought to market globally by Spyder Works’ leaders me, Saquib Vali, and Tom Gattis to focus on human ingenuity and reducing friction between challenges and opportunity. This exploration resulted in a path to market emphasizing the equal importance of thinking, dynamic team building, and process, including the ongoing development of an ingenuity quotient to quantify human ingenuity within organizations.

It is also the central tenet of my doctoral thesis at ISM.



Finding the path embraces the {Power of Three}

In a frenetic, VUCA-driven world, solving wicked problems and making decisions with incomplete information is more critical than ever. To do that, we must become comfortable being uncomfortable, starting with the shedding of the proverbial “box” as our safety

net. We have focused a lot of effort on the processes of innovation and team building. However, we can’t ask our team members to take on the burden of success without also providing them with the skills, tools, and confidence to think through and embrace ambiguity.

Say Hi to the Future is not theatre.

It is a platform-driven community anchored in human ingenuity – clever, inventive, and original thinking and built on the Power of Three. It is not another sit, listen and forget what you heard conference. Instead, say HI provides contiguous and continuous opportunities to listen, share, learn, solve, and build better together. You can already engage through weekly podcasts, multiple in-person event activations, corporate deep dives, and soon-to-be-named college and university cohorts. We are well on our way to curating conversations globally!

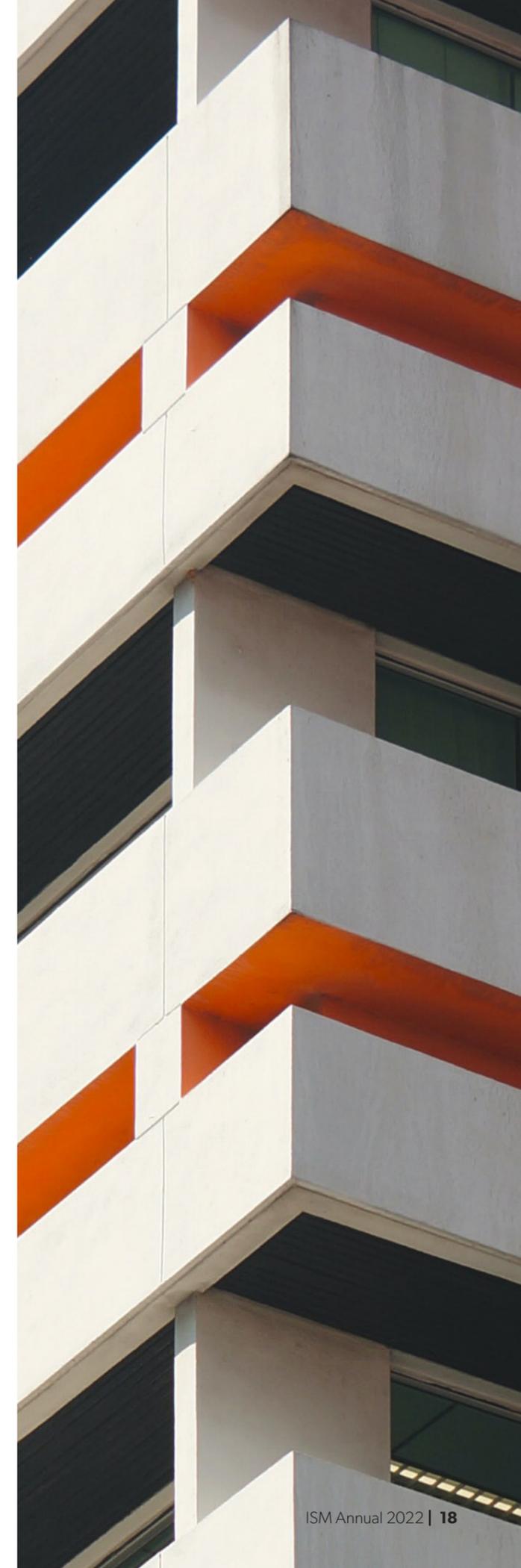


Through the democratization of human ingenuity, we become adept as individuals at solving our organization’s wicked problems, and, as a community, we address society’s complex challenges.

The English economist E. F. Schumacher once said, “What characterizes modern industry is its enormous consumption to produce so little [...] it is inefficient to the degree that goes beyond imagination.” This occurs because modern organizations were designed to function like assembly lines – rigid systems built with an obsession for efficiency.

While this was the great unlock in the late 19th and early 20th century, it is no longer sustainable nor relevant with today’s frenetic pace of change. Today’s businesses require nimble and dynamic organizations to remain compelling to the market.

With over 300 million businesses worldwide, we can champion the future by supporting better thinking for business and better outcomes for our world. To learn more about how the platform can positively impact your organization, reach out to Ken Tencer directly a ktencer@spyder.works.



ALUMNI REFLECTIONS: AN INTERVIEW WITH KIMBERLY REEVE



Kimberly Reeve, PhD

Can you tell us a bit about your career journey thus far?

Shortly before graduating with my PhD from ISM, I was offered a full-time position as Assistant Professor of Business at The King's College in NYC. The year after I received my PhD, I was promoted to Associate Professor. I am now the Chair of the Business and Finance Program and Dean of Academic Affairs, which means that I split my time between teaching and working on organizational administrative issues, such as our school's reaccreditation and presidential search. My background in management consulting comes in handy for strategic planning and change management at the program and institutional levels.

I also teach as an adjunct at Baruch College, part of the City University of New York, which has the largest business school in the country, and, of course, I love being able to teach as part of ISM's graduate programs in NYC.

You graduated with a PhD from ISM in 2016. Can you tell us more about your experience post-graduation and which achievements you are most proud of?

My PhD from ISM allowed me to become a second-career academic. Because I am based in NYC, I knew that if I want to transition to be a full-time faculty member, I would need a PhD to differentiate me from others who had a similar background in management consulting. I really enjoy working in academia, and it has been encouraging to have my skills affirmed by having more opportunities to have a voice and participate as part of the leadership team of the school.

You were appointed as Associate Dean of Academic Affairs at The King's College in 2020 and promoted to Dean in 2022. What has been your experience in your new role thus far and what are you excited to accomplish?

It is a tough time to be in higher education, and our school is not alone in going through a lot of change

these past three years. From dealing with COVID and transitioning to fully online to moving to hybrid to now being back to in-person learning and many other challenges, I have been able to be a part of the change management process. My business/nonprofit background, combined with my academic experience, gives me a unique perspective on how to stay focused on the core mission of helping our students succeed while managing the details of a continuous period of change. In my role, I also provide training for our faculty to help us all better navigate changes in the learning environment, and that experience has been very rewarding. I also enjoy working on the "big" administrative pieces, like completing our reaccreditation process next fall and breaking this process into achievable goals that incorporate every faculty and staff member at our school.

You have experience as both an alumnus of ISM and a member of faculty. As part of ISM's faculty, what do you believe makes ISM students unique?

In my opinion, the absolute best part about ISM is our network. Because we have such an international student body, our students have incredible experiences and are connected to so many amazing companies and organizations. ISM students are truly global citizens, and so many are willing to help other students and alumni succeed.

You have had the chance to hire and work with other ISM alumni at The King's College. What have you enjoyed most about working alongside ISM alumni?

Yes! It is wonderful to have an extended network of alumni so that when we have faculty needs, I almost always know an ISM alum who has the expertise we need. We hired Paul Bailo last year to help us develop a data analytics program (which are now the highest enrolled classes at our school!), and Tiffany Oloke developed our online Operations Management class. I have also had the opportunity to collaborate with ISM grads, including Noemi Castellanos de Kuter, Stephanie Naudin,

Laurent Dorey, and Nina Mohadjer as well as ISM's own Alison Knight on research and writing projects. I really appreciate how willing everyone is to collaborate and work on writing and research projects that grow our presence in global conferences and publishing outlets. Being able to work with people who are based in other countries provides a more robust perspective that truly adds value to our research. As an example, Noemi and I were chatting shortly after the COVID lockdowns, and we were discussing how different employment practices in the U.S. and Germany were likely going to impact the commercial real estate markets differently. So, we wrote an article about this on LinkedIn. Simply being able to reach out to people with different cultural and life experiences is perhaps the most valuable part of my ISM degree and experience.

What advice would you give to ISM students who aspire to work in higher education?

Honestly, it is all about networking. Take any teaching position you can get—you just need to have experience as an adjunct somewhere to be considered for a full-time position. I have also enjoyed teaching at different schools. Every university is different, and you can integrate best practices, syllabi, resources, etc. from different schools to build your academic skills.

TAKE THE NEXT STEP IN YOUR LEADERSHIP JOURNEY

The Next Step Scholarship is designed for ISM alumni or current students thinking about applying to a second degree with ISM. Immediate family members (partner, spouse, or 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 the ISM Admissions Team at admissions@ism.edu.



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.

READY TO GET INVOLVED?
Contact Alison Knight at alison.knight@ism.edu



DEVELOPING SERVANT LEADERSHIP DEXTERITY

Maria Pressentin, PhD Alumna

In my past decade of interactions with leaders, and in my research on the manifestation of leadership styles, I have noticed that servant leaders are not just caring, charitable, sympathetic, and empathetic, and they are not just kind people that help others, do things for you, donate money and effort, or simply delegate!

Genuine servant leaders have engaged energy driven by purpose! That purpose is determined by an objective to grow others and to increase others' well-being. To do this, they don't focus on occasional events of charity, empathy, and delegation, but rather on objectively driving PURPOSEFUL ACTION to achieve others' development and well-being. Servant leadership is, therefore, a focused value-steered mindset sustained with disciplined and deliberate inner motivation, non-self-seeking, and a perpetual inner curiosity around 'how is this action going to grow others, and how would they feel and benefit from it?'

Frequently, organizations guided by purpose become financially successful because the focus is first 'Whom & why do we serve?' The key lingo is to *serve*. The hierarchy of Whom-Why is parallelly significant in the mindset of serving. When your compelling message resonates with a critical mass of a community, they follow with action and commitment. Kindness is so important and, coupled with a purposeful pursuit and execution, it exponentially manifests into contribution and community betterment.

My coaching and consulting interventions have witnessed position-power-centric leaders transform into purposeful, influential, and respected servant-leaders as they moved from a mindset of 'being a leader it's just a job' to 'I am making a daily difference in my contribution to a better world,' all while often remaining in the same roles and same organizations.

The difference? From the external perception: the way they carry themselves, interact with others, and know why they do what they do have massively altered how they show up, driven by a shift in their attitude towards leadership.

So what did they do differently? 3 things:

1. Stopped seeing others as a threat and competitors. Instead, they *accepted* others and saw where they could contribute to their growth.
2. Built self-trustworthiness, so they could begin to *trust* others. They realized the impact they exert on others and made a conscious decision to work inwards for others.
3. Relinquished control over their fears and asked for help for self-improvement. They began listening curiously to those reporting to them, seeing them as advisors and experts, partnered and included, and *invited* others to decide.

Being a servant leader is not difficult, nor is it a role or a job. It is a way of life. If you choose it, just decide and begin to *wear it as your new skin with micro-actions* and step up towards it.

REMEMBERING JACK HAMPTON

The ISM community was deeply saddened by the loss of Professor John "Jack" Hampton, who passed away on Monday, June 13, 2022. Dr. Hampton was a Core Faculty member at ISM who taught courses in the New York programs as well as doctoral-level research courses in Paris. "Jack," as he was fondly called, was also a Professor of Business at St. Peter's University in New Jersey, a principal in the Princeton Consulting Group, and a regular contributor to *Risk and Insurance* magazine.

While at St. Peter's University, Dr. Hampton served as director of graduate business programs and Dean of the School of Professional and Continuing Studies. During his remarkable career, he wrote over 25 books on varying topics, such as strengthening higher education and management. In 2008 and 2011, he was awarded innovation awards owing to his books on enterprise risk management and financial risk management that were published by the American Management Association.

The entire staff at ISM sends its most heartfelt sympathies to his family, friends, colleagues, and all who were impacted by his thoughtful leadership, words, and strong character.



2021-2022 TEACHING EXCELLENCE AWARD WINNERS



Ulrike Mayrhofer, PhD



Amit Dogra, PhD

It is with great pleasure that we announce the recipients of ISM's 2021-2022 Teaching Excellence Award: Professors Ulrike Mayrhofer and Amit Dogra. Each year, winners are selected based on student evaluation scores, informal feedback, and dedication to the ISM community.

Ulrike Mayrhofer teaches Strategic Management and Multicultural Management at ISM. is a Professor of Business Administration at IAE Nice Graduate School of Management and Director of the GRM-lab (Groupe de Recherche en Management), Université Côte d'Azur. Her teaching and research interests concern international and intercultural management, corporate strategy and marketing. Ulrike Mayrhofer has published numerous books, book chapters, and articles in scientific and professional journals. Author of teaching case studies, she has won "Top Author" and "Top Case Study" prizes of the CCMP (Centrale de Cas et de Médias Pédagogiques – French Case Clearing House) several times. She is Associate Editor of Management International, Senior Editor of European Journal of International Management, Board Member (representative France) of EIBA (European International Business Academy), and Honorary President of Atlas AFMI (Association Francophone de Management International).

We congratulate our winners and thank them for their hard work and continued dedication to ISM!

Amit Dogra teaches Advanced Customer Relationship Management in ISM's External Programs. He is a management consultant and a business professor at the University of London with extensive experience in marketing. Dr. Dogra has worked with multiple companies in the marketing and sales department where he exploited U.S., U.K., and Canadian markets. He has also been delivering business courses for the last four years. He has a PhD in Entrepreneurship and Innovation and a master's degree in Management of Sports, Leisure, and Tourism. His research interests include the internationalization of innovative high-tech firms, digital marketing, leadership, and lean management. He believes that business education is beyond just learning the content and that is why he encourages critical thinking and problem-solving. He is also passionate about traveling and speaks multiple languages.

HIGHLIGHTS & ACHIEVEMENTS

PhD alumnus Bisola Onajin-Obembe was one of the recipients of the 2021-2022 Ondo State Female Role Model Award (ODSFERMA). She was among the ten Nigerian women who received the award due to their hard work, development initiative, tenacity, and philanthropy. Hero Magazine organized the award ceremony, which was held on Saturday, June 26, 2022, at Akure in Nigeria.

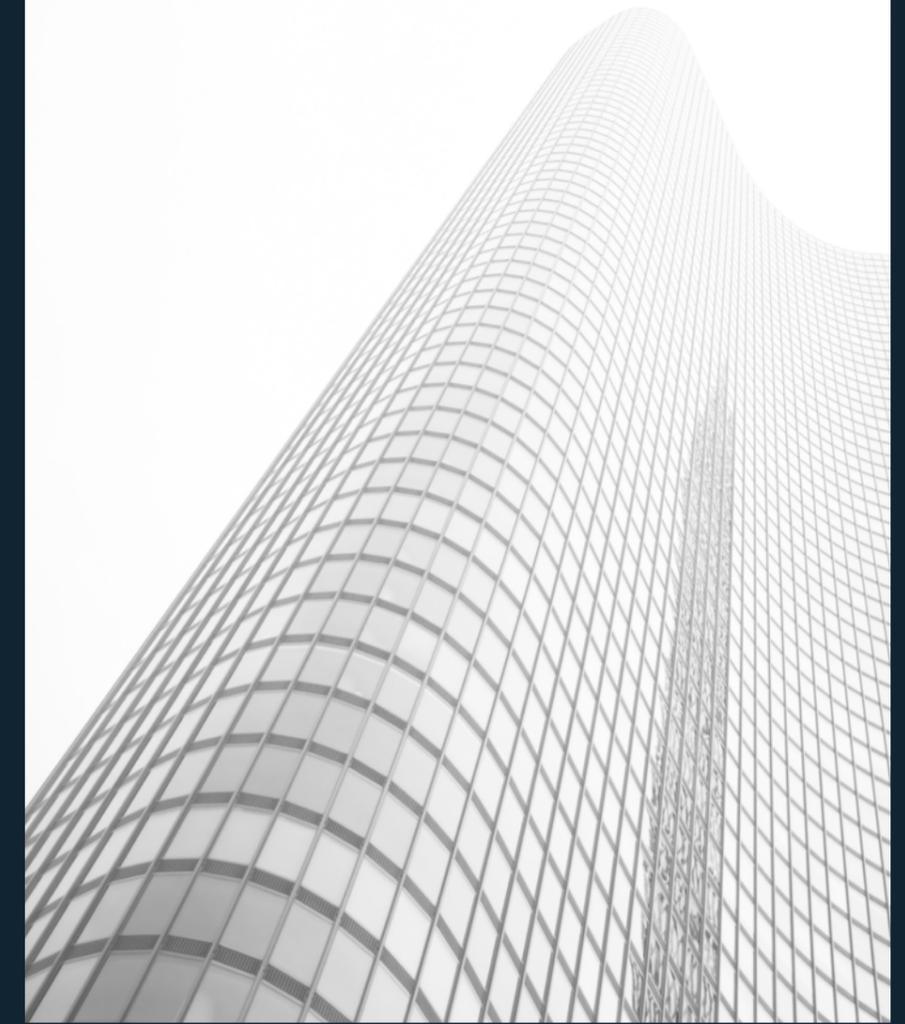
DBA alumnus Ronan Le Bouc published a book titled *Practical Handbook on European Financial Passport* that discusses the holistic view of the development of the financial passport inside and outside the European Union.

PhD alumnus Maria Presentin published a book titled *Key Factors and Use Cases of Servant Leadership Driving Organizational Performance*. The book discusses the importance of servant leadership in the workplace and shares findings and recommendations to support the practical application of servant leadership theory for the 21st-century economy.

DBA alumnus Akintoye Akindele won the African Business Leader of the year award at the 2022 African Business Leadership Awards. The award ceremony, organized by The African Leadership Magazine, was held on July 4, 2022, during the 7th Africa Summit in London.

On June 24, 2022, Strategic Technology Management Department Chair Dr. Bernhard Kölmel accepted the TOP 100 innovation competition Innovator of the Year award alongside CAS Software AG CEO and founder, Martin Hubschneider. CAS Software is a leading German provider of CRM and xRM solutions for small and medium-sized enterprises (SMEs).

IMBA alumnus Malinee Bheenick was an editor and proofreader for the book *The Louisiana Beauty Queen* (released November 2021). Written by sociology professor Karl Hedman, the book centers on his experience with loved ones—specifically his wife and mother-in-law—and their battles with



schizophrenia, dementia, and brain cancer.

DBA candidate Vladimir Korovkin co-authored a book titled *From Rhino to Unicorn: How Fortune 500 Companies can Evolve for the Digital Era*. The book discusses how "rhinos," or corporations with long-established business models, can become "unicorns," digitally innovative companies that can capture markets.

Professor Ivo Pezzuto contributed to an article in TIME magazine titled "Sanction on Russia Will Hurt—and Help—the World's Economies." Pezzuto, who is a professor of global economics and digital transformation, commented on the reduced travel and

tourism that could occur in Europe and North Africa due to the economic sanctions on Russia.

PhD alumnus Laurent Yacoub co-authored an article in the *Journal of Marketing for Education* titled "The impact of COVID-19 on marketing for higher education institutions in developing countries: the case of Lebanon." The article discusses the impact of COVID-19 on the way higher education institutions market in Lebanon, and the marketing practices institutions used during the pandemic.



MPHIL

Elisabeth Christina Vonk (Netherlands)

Khurram Hussain (USA)

Timo Matteus Leinonen (Finland)

RECENT GRADUATES

We congratulate the students who graduated during the 2021-2022 academic year

INTERNATIONAL MBA

Nargiza Dodieva (Uzbekistan)

“How Private Equity Performs from a Risk and Return Perspectives Over the Past Twenty Years”

Mete Baykir (Turkey)

“A Green Cement Mixer For A Better Environment”

DBA

Andrés Marulanda Escobar (Colombia)

“Using Lessons Learned from Projects to Improve Project Planning and Risk Management”

Thomas Nganje Kinge Ewumbue Monono (Cameroon)

“Promotion, Growth and Performance of Small- and Medium-Sized Enterprises in Cameroon”

Laurent Dorey (France)

“Perenniality of Established Born Globals, in Their Capability of Managing Universally Their

Intangible Resources, Amid Cultural Diversity And Distances - A Multi-Case Study”

Amr Mohamed Mohamed Abdeldayem (Egypt)

“Coronavirus, Virtual Learning And Crisis Management In Higher Education”

Yasmine Sakr (Egypt)

“CSR Maturity Level and Organizational Drivers in Egypt”

PHD

Gohar Minasyan (Armenia)

“Looking Ahead: Expatriates Repatriated; The need to strategize repatriation of expatriates due to effects and impact on development organizations’ competitive advantage in global markets”

Waseem Ziad Fayek Aref (Israel)

“Doing business in Palestine-Business opportunities and main challenges”

Timon Kipchirchir Cheruiyot (Kenya)

“Assessment of The Impact of E-commerce

on Youth Enterprises in an Emerging Market: Kenya”

Maria da Conceicao de Vasconcelos Mendes Liz Pressentin (Portugal)

“Can Genuine Servant Leadership Gain Followers? Respect for the Leader? Evidence from the Asian High-Power-Distance Cultures: A Multiple Case Study Approach”

Jennifer Marie Ivory (USA)

“Assessment of Stabilization Efforts in Emerging Markets from World Bank Programs Between 2008 and 2016”

Kouafilann Abdoulaye Sory (Burkina Faso)

“Risk Aversion Behaviors in Bank-SMEs Relationship: Predictors Of Credit in Burkina Faso”

Shawkat A. Ferdousi (Canada)

“Exploring and describing the perception of experts in the development of the proximity of consumer behavior to business model innovation for sustainability: A multiple-case study”

Bola Adigun (Nigeria)

“Corporate strategy and capital structure? An analysis of the linkages between them”

Katura Israel James (Nigeria)

“Professionalism in the Internationalization Process of Small and Medium Enterprises (SMEs): An Integrative Approach to Sustainable Economic Growth in Nigeria”

Zaher Joseph Barakat (United Kingdom)

“The Use of Branding in the Banking Industry”

Charles Emeka Mbelede (Nigeria)

“Appraisal of Power Infrastructure Management in Lagos, Nigeria”

John Nandaah Wamukota (Uganda)

“The Rationale for Public-Private Partnerships in the National Development Agenda: A Case Study of Uganda”

Maria Guadalupe Marcos Abularach (Mexico)

“Virtual Communities of Practice and Developing Sense of Community and Peer Collegiality among Online Adjunct Faculty: A Narrative Inquiry”

Peter Olatunde Bamkole (Nigeria)

“Diffusion of e-Learning Models for Entrepreneurship Education within Training Institutions in Nigeria: A Multiple Case Study”

THE YEAR AHEAD: 2023

E-LEARNING

Core Doctoral Courses:

Advanced Academic Writing & Literature Review
Advanced Qualitative Research Methods
Research Methods
Dissertation Workshop
Dissertation Proposal Tutorial & Research Clinics
Statistical Analysis

Business Acumen and Core IMBA:

Digital Marketing
Business Ethics
Management of Emerging Technologies
Emotional Intelligence & Leadership Development
(Career Development II, EILD)
Global Economics
Entrepreneurship I & II
Strategic Management
Financial Accounting & Analysis
Statistical Analysis

Advanced Electives:

Managing the Innovation Process
Teaching & the Human Brain
Venture Capital & Private Equity
Sustainable Product Services & Innovation

IN-PERSON COURSES

Core Doctoral Courses:

Research Methods (Paris)
Dissertation and Publication Workshop (Paris)

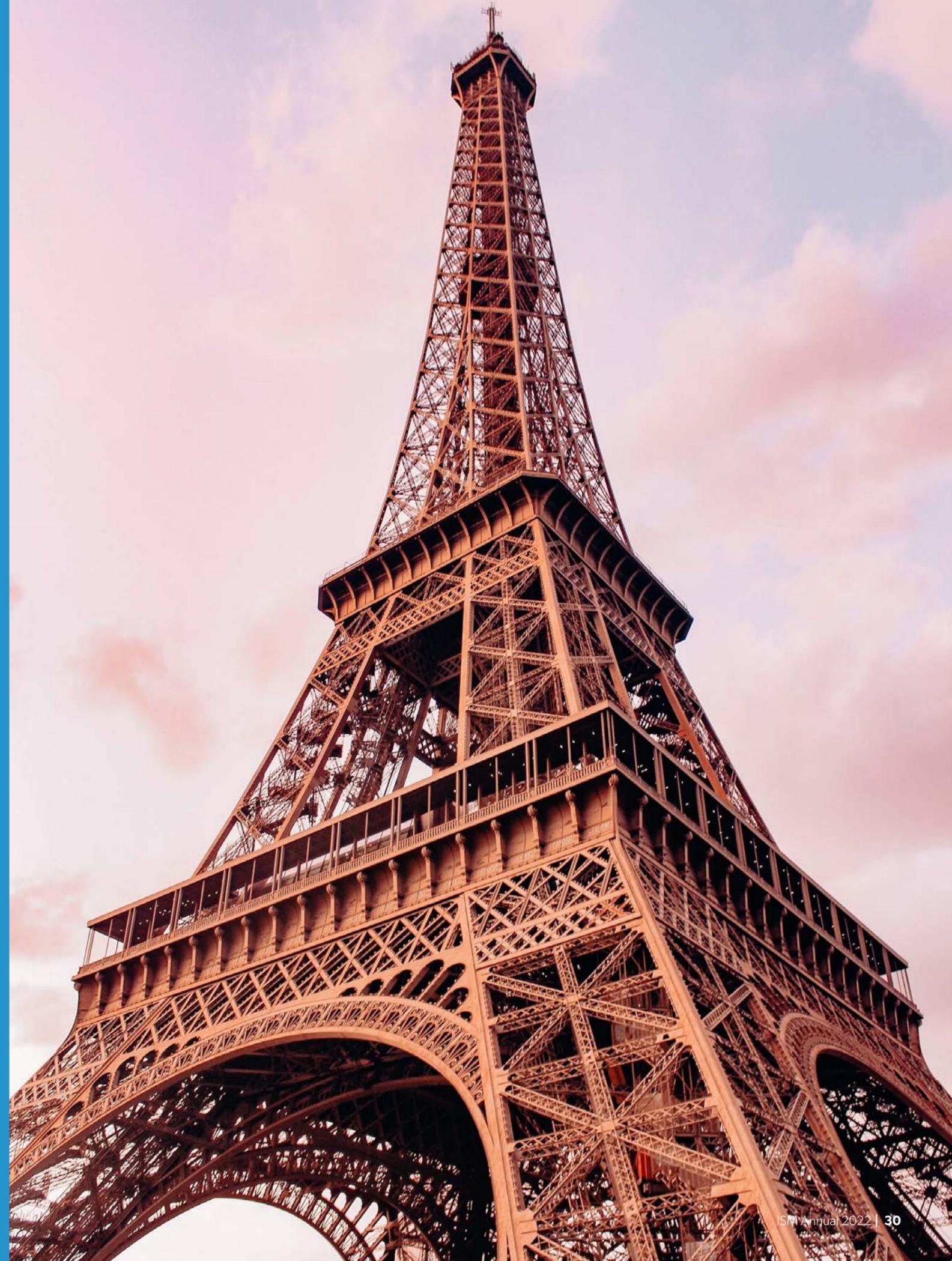
Business Acumen and Core IMBA:

Financial Management I (Paris)
Financial Management II (Paris)
Leadership Development (Paris)
Emotional Intelligence in Business (Paris)

Advanced Electives:

Future Thinking (South Africa)
Management Consultancy (South Africa)
Organizations as Dynamic Systems (South Africa)

New York Advanced Elective courses to be determined.



ISM ANNUAL 2022

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