

REIMAGINING BUSINESS EDUCATION

A WORLD OF IDEAS

Spearheaded by scholars, executives, researchers, and participants around the world, the Business Education Jam harnessed the brainpower of a global audience to envision an innovative future for business education.

Inside are the critical questions that emerged during the conversation and the steps we should take next—together.

BUSINESS EDUCATION JAM



Envisioning the Future

OUR PARTNERS

The Business Education Jam would not have launched without the generosity and dedication of our corporate and organizational sponsors. From its conception, the Jam thrived on the high level of engagement and thought leadership that they provided. Through these partnerships, we were able to successfully unite leaders from industry and academia—a union that was key to reimagining the future of business education. For this and all that our sponsors contributed, we are extremely thankful.

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TURNING IDEAS INTO ACTION

THANK YOU

JAM VIPS

WE'RE FORGING AHEAD

In the midst of major upheaval, it's time to take hold of the future of business education and define it—rather than have it defined for us.

Business schools educate the industry leaders of tomorrow. Yet, according to a Lumina/Gallup study released in 2014, only 33 percent of business leaders agree or strongly agree that graduates have the knowledge their business needs. And according to a 2013 Inside Higher Ed survey conducted by Gallup and released in 2014, 96 percent of chief academic officers say their institution is somewhat or very effective at preparing students for the world of work.

The divide between academia and business has never been greater. Both the experience demanded by employers and the outcomes desired by students have changed greatly over the past decade.

Instead of seeking narrow skills, students want guidance on becoming ethical leaders, training on the competencies that will define the next century, and developing an understanding of how they can make a difference in the world, rather than just make money. Employers are more often interested in hiring graduates from a range of academic backgrounds who

can demonstrate mastery of concepts, such as data reasoning, new-media literacy, and cross-cultural competency. To remain relevant and respected, there must be a better understanding of evolving industry expectations in order for business schools to meet them.

The most recent economic recession and corporate misdeeds play a major part in today's business education crisis as well. The individual losses and layoffs experienced around the country caused great pain for many potential students, and corporate malfeasance diminished their admiration for many business leaders. As business schools look forward, they have an obligation to educate ethical executives.

With college costs ballooning, an ever-expanding array of free educational resources online, and a job market still in recovery, the university is finally facing a major disruption. Up against this reality, there still remains a general lack of dialogue between academia and the employers of business school graduates about how business schools can improve.

Closing this gap called for creativity. Imagination. Collaboration on a global scale. Rather than conduct another survey, building a platform to generate new knowledge from dialogue was key. Rather than limit the conversation to executives serving on advisory councils, academia needed to create an inclusive environment that would benefit from the diversity of people's experiences. And rather than replicate conversations at every school and office, collaboration across the board was needed to strengthen the discourse.

It called for the **Business Education Jam.**

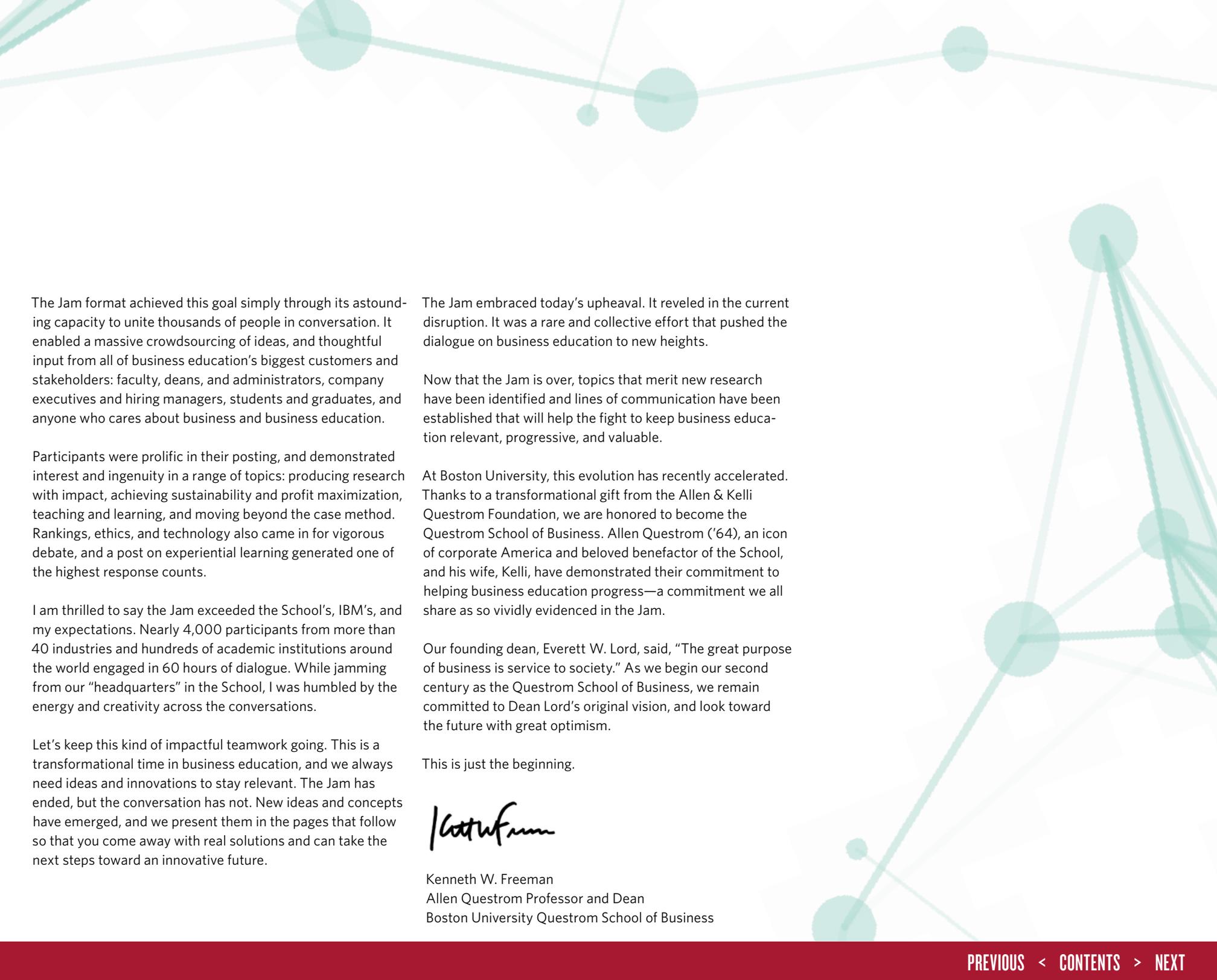
The Jam wasn't your typical conference. It was a global movement to find solutions to close the growing gap between classroom and career. To do so, getting our fellow business education colleagues on board was crucial. We wanted to ensure that faculty and students from other business schools shared their ideas and made their opinions heard. Without the voice of all business schools, the conversation would have fallen short.



There has been little real curriculum change in management education over the last 50 years. There is a paradigm trap and a dominant logic emanating from the Gordon/Howell Report in the 1960s. Gary Hamel describes deans facing curriculum change as 'map makers in an earthquake zone.' Henry Mintzberg argues that we need to teach the art of management more than a set of analytics skills. The question I would like to pose is: what skills and topics do we need to emphasize that are not the formulaic and specialized aspects of management?

HOWARD THOMAS, PhD

*LKCSB Distinguished Term Professor of Strategic Management,
Management Education Director, Academic Strategy and Consulting Unit,
Singapore Management University*



The Jam format achieved this goal simply through its astounding capacity to unite thousands of people in conversation. It enabled a massive crowdsourcing of ideas, and thoughtful input from all of business education's biggest customers and stakeholders: faculty, deans, and administrators, company executives and hiring managers, students and graduates, and anyone who cares about business and business education.

Participants were prolific in their posting, and demonstrated interest and ingenuity in a range of topics: producing research with impact, achieving sustainability and profit maximization, teaching and learning, and moving beyond the case method. Rankings, ethics, and technology also came in for vigorous debate, and a post on experiential learning generated one of the highest response counts.

I am thrilled to say the Jam exceeded the School's, IBM's, and my expectations. Nearly 4,000 participants from more than 40 industries and hundreds of academic institutions around the world engaged in 60 hours of dialogue. While jamming from our "headquarters" in the School, I was humbled by the energy and creativity across the conversations.

Let's keep this kind of impactful teamwork going. This is a transformational time in business education, and we always need ideas and innovations to stay relevant. The Jam has ended, but the conversation has not. New ideas and concepts have emerged, and we present them in the pages that follow so that you come away with real solutions and can take the next steps toward an innovative future.

The Jam embraced today's upheaval. It reveled in the current disruption. It was a rare and collective effort that pushed the dialogue on business education to new heights.

Now that the Jam is over, topics that merit new research have been identified and lines of communication have been established that will help the fight to keep business education relevant, progressive, and valuable.

At Boston University, this evolution has recently accelerated. Thanks to a transformational gift from the Allen & Kelli Questrom Foundation, we are honored to become the Questrom School of Business. Allen Questrom ('64), an icon of corporate America and beloved benefactor of the School, and his wife, Kelli, have demonstrated their commitment to helping business education progress—a commitment we all share as so vividly evidenced in the Jam.

Our founding dean, Everett W. Lord, said, "The great purpose of business is service to society." As we begin our second century as the Questrom School of Business, we remain committed to Dean Lord's original vision, and look toward the future with great optimism.

This is just the beginning.



Kenneth W. Freeman
Allen Questrom Professor and Dean
Boston University Questrom School of Business

ABOUT THE JAM

From September 30–October 2, 2014, Boston University Questrom School of Business, in collaboration with IBM and premier sponsors, launched the Business Education Jam: Envisioning the Future.

The Business Education Jam was a massive, free-flowing convergence of ideas, concepts, and collaborations that started our path to a more powerful model for business education. Over 60 consecutive hours, thousands of people around the world—researchers, scholars, students, thought leaders, and executives—united in a unique virtual environment to revolutionize the future of business and business education.

Digital discussion forums sparked a multitude of conversations, collaborations, and potential research topics. Quick poll surveys gave a real-time look at where participants stood on issues such as program length and the value of an MBA.

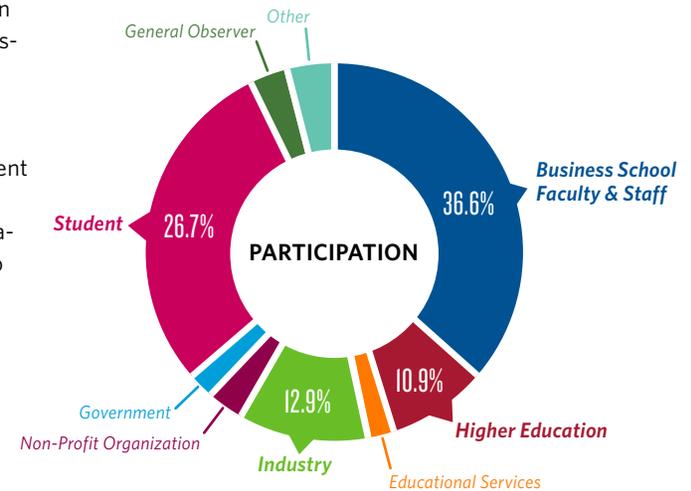
Thousands of participants across the globe logged on and contributed more than 6,000 posts to the 10 discussion forums: Supporting 21st Century Competencies, Increasing the Value of Management Education, Engaging New-

Generation Students & Employees, Producing Research with Impact, Fostering Ethical Leadership, Cultivating Innovation & Entrepreneurship, Driving Learning Experiences, Harnessing Digital Technology, Challenging the Business Model of Education, and Evaluating Policy & Rankings.

The expertise and insights from 99 VIP guests took the event to a new level. One-by-one, hour-by-hour, some of today's greatest minds entered the Jam and shook up the conversation, debating how business schools will change in order to survive. Valuable opinions were constantly flowing.

Every word helped build the blueprint for where we're headed. Now it's time to turn the ideas generated in the Jam into forceful realities.

i The word **JAM** stems from the tradition of musicians coming together to play unprepared music, often making history in the process. The Business Education Jam embodied that tradition—it brought together a diverse and creative group to bounce ideas, skills, and concepts off each other and ignite an influential movement.



ENGAGEMENT



5,730 REGISTRANTS



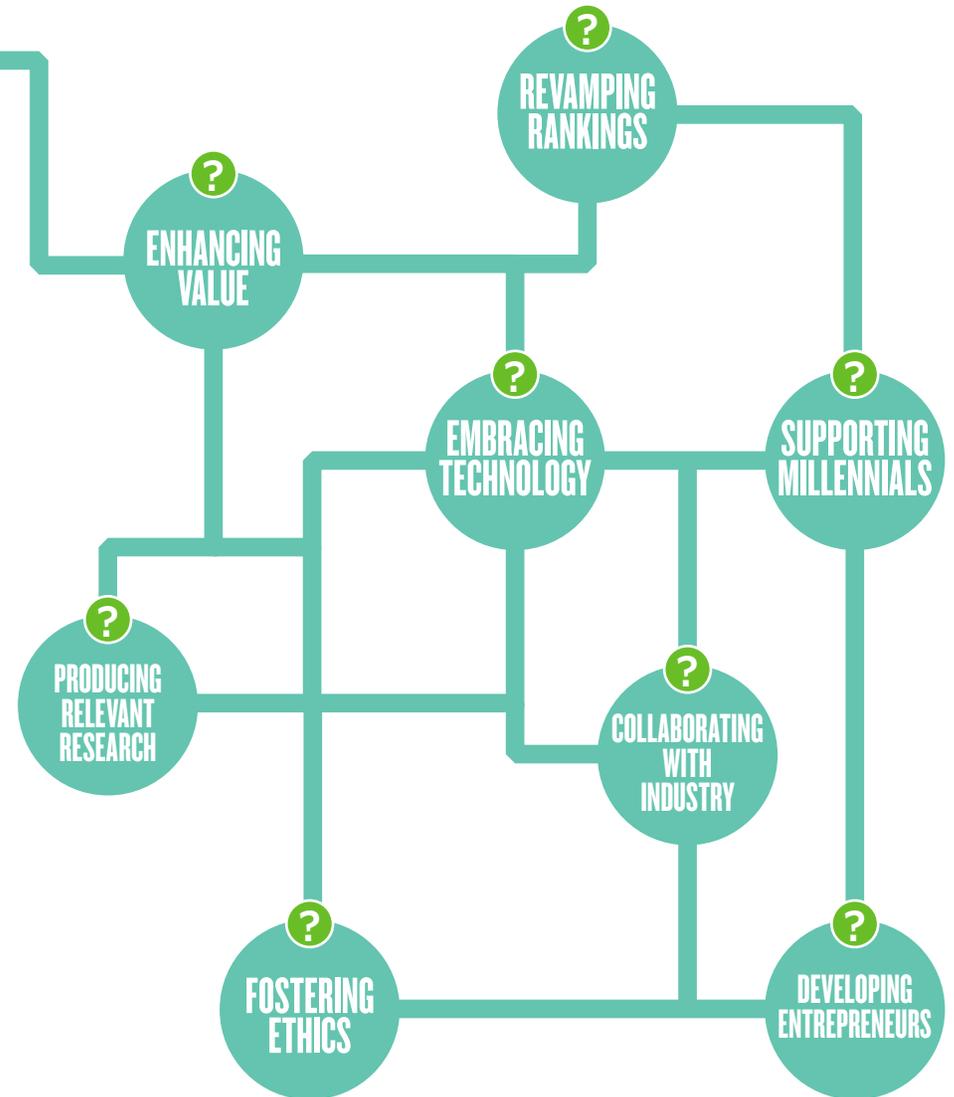
CRITICAL QUESTIONS

When you bring together thousands of people from all corners of the world, words tend to fly. Conversations grow. Ideas hatch. Through the Jam, we unleashed the power of a global audience and watched the future of business education begin to form.

As participants discussed everything from increasing the value of management education to engaging the millennial generation, certain thoughts and exchanges overlapped. From across more than 6,000 posts, important themes surfaced. In the section that follows, we have turned those themes into critical questions that popped up again and again—questions that sparked debate and merit further development.

Within Part 1 of this report, you'll find a comprehensive briefing on opinions, innovations, and quotes that provide insight into how business education will stay relevant and valuable in the coming years.

It's always helpful to pick the brain of a friend (or a few thousand) when you need advice or direction. That's exactly what we set out to do with the Jam.



CRITICAL QUESTION #1

HOW CAN BUSINESS EDUCATION ENHANCE VALUE FOR STUDENTS, EMPLOYERS, AND THE WORLD?

With the relevance and benefit of business education up for debate, Jam participants worked to clarify what really constitutes educational value.

VALUE FOR STUDENTS

Jammers were candid in recognizing that the value of a business degree often begins with ROI. Students and parents focus on placement prospects for graduates, starting salaries, the number of years it takes to earn payback, and salary differentials for business degrees versus other degrees. ROI is an especially hot topic when considering the value of an MBA. Those concerns are understandable, said a number of participants, but other less tangible forms of ROI should also be taken into account—intellectual capital like new competencies and knowledge; social capital like networks of fellow students, alumni, and business contacts; and symbolic capital like personal qualities of leadership and authority.

VALUE FOR EMPLOYERS

The question of how best to enhance value for employers turned on longstanding tensions in what business education should impart: hard vs. soft skills, theory vs. practice, functional expertise vs. general management ability. The difficulty, most Jammers agreed, lies not in choosing any one of those elements over the other, but in finding the right mix. Students should graduate with a solid basis in functional knowledge such as accounting, finance, and marketing, but students also need the intellectual agility, larger analytical frameworks, and ability to lead that employers seek.

VALUE FOR THE WORLD

As Jammers consistently pointed out, the potential of business education to enhance value for the world lies in an obvious truth: better management is an essential tool for addressing global issues, such as inadequate infrastructure, food insecurity, insufficient health care, and environmental degradation. Not to mention, business schools are usually the most globally diverse schools within their institutions and sometimes have multi-national campuses. And in many countries, business schools have bigger global networks than all but the largest corporations, making them ideal convening organizations on neutral ground between public, private, and civil society.



Food for Thought

“Business graduates that combine courses in other disciplines are of great value in the industry. The challenge for schools is to make business education more interdisciplinary by design rather than by preference.”

★ PADMASREE WARRIOR Chief Technology & Strategy Officer, CISCO

Building ethically strong leaders results in ethically strong organizations; and building ethically strong organizations, in turn, results in socially responsible organizations whose purpose is to create value for a better world.

★ JAMES POST, PhD John F. Smith, Jr. Professor in Management, Boston University Questrom School of Business

“As a student I can vouch for a good portion of the business student population that is concerned about whether or not our education is up to date with the fields we’re interested in entering.”

—Undergraduate Business School Student

CRITICAL QUESTION #2

HOW CAN MANAGEMENT RESEARCH THAT ORIGINATES IN BUSINESS SCHOOLS DRIVE INSIGHTS FOR INDUSTRY?

Participants agreed that academic business research barely impacts management practice—and offered a range of reasons why.

BUSINESS RESEARCH IS OFTEN OVERLOOKED

Although evidence-based business research often speaks directly to real-world business issues, the corporate world often ignores it or, as some participants observed, are simply unaware of it. In the words of one Jammer, “Business leaders simply don’t read most of what we write.”

According to participants, here’s why:

- ▶ Academic business research isn’t readily accessible to practitioners.
- ▶ Serious research can be hard to digest.
- ▶ Business advice is a crowded field.
- ▶ Few scholars truly excel at bridging the gap between research and practice.
- ▶ Practitioners may see research as stuck in the past, not providing a guide for the future.
- ▶ The nature of the promotion and tenure process discourages all but purely scholarly work.

BUSINESS SCHOOLS AREN’T THE ONLY PLAYERS

In business schools, student fees have subsidized faculty research, unlike in other professional schools where research is funded by sponsored contracts. The rise of for-profit business schools focused on technology-enabled teaching, and the creation of world-class management research in companies—Goldman Sachs in finance, Google in marketing and analytics, Microsoft/Yahoo in consumer research, to name a few—threaten the business school model.



“In my own field of strategy, researchers and practitioners have been drifting farther apart rather than closer together. Yet when I raise the topic with my academic colleagues, most see nothing worrying in such indications. Unless corrected, this increasing divergence between business academia and practice is an outcome that the top schools might be able to sustain for a while (especially ones in the US with large endowments) but that would not be sustainable for lower ranked schools both trying to climb the research rankings and to build/maintain some connections with business practice.”

★ **PANKAJ GHEMAWAT, PhD** V Anselmo Rubiralta Professor of Global Strategy, IESE Business School, Distinguished Visiting Professor of Global Management, Stern School of Business, New York University



The whole area of relevance to practitioners is often ignored. We need research to include more relevant dependent variables like profit, sales, pricing, valuation ratios, and so on. I believe industry needs much more help from academia, but it is very difficult for many academics to be easily understood.

—Advertising Consultant

UP FOR DEBATE

“The vast majority of research in business schools is a complete waste of money and time. Most of it has little, if any, use currently or in the future to the practitioner, and it is little more than an esoteric exercise designed as part of the performance and reward system to grant tenure. It’s being used to justify the notion that a professional school can be scholarly, too. Of course, there are some very notable exceptions but they are few and far between. The research game in business academia is one of the big scandals in management education.”

★ **JOHN A. BRYNE** President, Editor-in-Chief, Poets & Quants

Some Jam participants raised the specter of a future in which only the elite schools combine teaching and research, with other institutions focused on one or the other.

HOW WILL TECHNOLOGY CONTINUE TO CHALLENGE THE MODEL OF BUSINESS EDUCATION?

Traditional business schools provide bundled offerings—a set of courses in physical locations strung together for a degree. Digital technologies have already upended other sectors such as the newspaper, music, media, and entertainment industries, which depended on bundled models. Jammers considered whether or not universities are next in line, and if so, how should they respond?

THE NEW NORMAL

Today's residential learning model will move toward programs that blend the classroom, online instruction, and experiential learning. Lifelong learning models will supplement the four-year undergraduate degree. Today's standardized content and curriculum will be customized for individuals. And technologies, including ones not yet envisioned, will become a prevalent medium for delivering education.

DRIVEN BY COMPETITION

B-schools must look to new business models with added competition coming from many quarters: online-only universities, schools that offer effective mixed models of campus and distance learning, MOOCs that enable students to learn from the most prestigious business schools in the world, and new entities that accredit the value of the curricula that students create for themselves.

FACULTY MUST EVOLVE, TOO

Today's faculty models are likely to be reassessed. Schools will carefully consider which faculty should be research-oriented, as the skill sets expected of them increasingly emphasize teaching, mentoring, managing projects, and linking with industry. Pressure will increase for faculty to develop across all dimensions—research, teaching, and new methods of delivering content—and for institutions to incent them to develop. Continued pressures to control costs will squeeze resources available for research, possibly leading to increased concentration of research faculty at particular schools.

A recurrent issue is whether technology would reduce the costs of education, particularly at business schools. Many analysts predicted that MOOCs would contribute to substantial cost reductions in the delivery of programs. Has this been the case? Not yet. The production and delivery costs of MOOCs are potentially high, ranging from \$3,000—for very basic courses—up to \$250,000. Given that MOOCs do not replace traditional degrees, the costs of running MOOCs at universities have to be added to those of implementing existing regular programs.

★ **SANTIAGO IÑIGUEZ DE ONZOÑO, PhD** Dean of IE Business School and the President of IE University

? Food for Thought

"Few seem to doubt that the spread of technology-enhanced education will fundamentally change the provision of business education. But how will it ultimately affect the business model of business schools? Will the future continue to see the dominance of integrated providers or will the business school of the future much rather be a facilitator bringing together a range of specialist suppliers or teaching content, technology platforms, etc.?"

★ **ULRICH HOMMEL, PhD** Director of Research & Surveys, Senior Advisor in the Quality Services Department, EFMD

"I look at the early uses of IBM Watson in healthcare. It is not about replacing doctor's judgment but enhancing and thereby, reducing errors, providing a relevant set of options. In such models, how could we reimagine the classroom? How could we reimagine case discussions?"

★ **N. VENKATRAMAN, PhD** David J. McGrath, Jr. Professor in Management, Boston University Questrom School of Business

➔ An interesting scenario emerged during the Jam: As competition intensifies and costs escalate, many lower-tier schools will likely disappear, and regional and local schools will be increasingly threatened by online alternatives. As has already occurred in parts of Europe, some schools may consolidate to create economies of scale and greater drawing power.

CRITICAL QUESTION #4

HOW WILL POLICY, ACCREDITATION, AND RANKINGS INFLUENCE THE DEVELOPMENT OF BUSINESS EDUCATION AND BUSINESS?

Some of the most intense discussion came from rankings and their impact on schools, students, parents, and employers—and the general consensus was that the current system is flawed.

REFORMING THE RANKINGS

A number of participants drew attention to the distinction between rankings, with their dubious comparisons, and accreditation, which focuses on educational quality.

An accreditation body might even have a role to play in reforming the system, some Jammers suggested. They could monitor the rankings, rank the rankings themselves, or perhaps displace them. For example, they could grade schools on their performance against their missions so that students could review the grades among similar schools. No matter what, they should be accompanied by programs to educate prospective students on how best to use the information.

STUDENTS AS CONSUMERS

A lively debate emerged around the idea of regarding students as consumers. Is it a helpful framework or a slippery slope? A middle ground emerged in the distinction between non-academic and academic policy. As one participant put it, “In non-academic interactions, I believe students are customers and deserve timely, constructive, civil, empathetic responses. In contexts relating to academic policy I take the position with students that they have engaged us for our expertise, and pedagogical issues are non-negotiable.”



WHAT'S WRONG WITH THE RANKINGS?

According to Jammers:

- > Questionable methodology
- > One-size-fits-all approach
- > Lack of transparency in rating criteria
- > Potential for schools to game the system
- > Little focus on the educational experience
- > False precision
- > Lack of rigor



“I think most educators and business people would agree that the best business education includes both theoretical underpinnings of each discipline and application of knowledge in a business setting. If my premise is correct... shouldn't accreditation, rankings, and policy align with that fundamental approach?”

★ NEIL BRAUN, JD Dean, Lubin School of Business at Pace University



Jammers agreed that students in graduate programs might be treated as “prosumers” —proactive consumers who help improve or design the educational services with which they are engaged. Participants did not think, however, that business education should become so consumer-driven that it seeks to please or delight students at the expense of educating them.

One factor which determines to a large degree a b-school's rank is the salary graduates receive in their first job after graduating. B-schools that want to go up in the ranking need to ensure that their students take up high-paying jobs—traditionally in banking or finance. This is not necessarily of broader societal benefit.

★ JONAS HAERTLE, DBA Head, Principles for Responsible Management Education (PRME) secretariat, UN Global Compact Office

BRIGHT IDEA

“A high-quality dean spends considerable time communicating with students and getting the student body involved in the way the MBA program teaches, learns, and operates. Students are making major investments in their programs. Plus, they are smart! Their schools should seriously consider their input.”

— BUSINESS SCHOOL DEAN

CRITICAL QUESTION #5

HOW CAN ACADEMIA AND INDUSTRY COLLABORATE TO MAKE SURE THAT STUDENTS DEVELOP CRITICAL LEADERSHIP AND MANAGEMENT COMPETENCIES?

Transformative technology, globalization, and this century's massive systemic challenges—from climate change to economic volatility, changing demographics, and social well being—require of business leaders a demanding array of competencies. Jam participants identified the most critical of those competencies, considered how students might best acquire them, and—perhaps most importantly—what they add up to.

A long list of desirable 21st century competencies emerged during the course of the discussion. In it, a distinction between leadership and management was formed. Though the boundaries between the two are permeable, they are unique. Leadership competencies include soft skills like empathy and attributes like authenticity, while managerial skills encompass functional, disciplinary, and technical skills. Jammers agreed that students need both. And while the list of competencies is exhaustive, together they suggest the scope of the educational and developmental challenges for schools and companies.

According to Jammers, essential management skills include:

- ▶ Financial acumen
- ▶ Skill in resource allocation
- ▶ Project management
- ▶ Process improvement
- ▶ Working knowledge of analytics and digital technology

WHAT MAKES A GOOD LEADER?

According to Jammers, leaders should have the ability to:

THINK GLOBALLY in a highly dynamic landscape where competition and customers can come from anywhere.

CROSS BOUNDARIES of function, discipline, culture, nationality, generation, race, and gender.

COLLABORATE with stakeholders of all kinds both inside and outside the organization.

THINK CRITICALLY to reframe issues and solve problems.

BE CREATIVE AND INNOVATIVE in a world where the life cycle of strategies grows shorter and shorter.

LEARN CONTINUOUSLY to cultivate the skills and knowledge that the future will demand.

UNDERSTAND SYSTEMIC IMPACTS of business decisions on the organization, the community, and the environment.

LEAD WITH COURAGE AND INTEGRITY to inspire colleagues and make a difference in the world.

Our best leaders convey a sense of authenticity (they are credible, believable), and they have a keen sense of purpose (what they stand for, what they hope to accomplish). They also tend to combine those attributes with one or more areas of specific business acumen.

★ **KEVIN COX** Chief Human Resources Officer for American Express



Food for Thought

“Modern organizations are based in hierarchy and reliability, yet those same organizations depend on networked leadership (across functional areas and business lines) to drive innovation and exploit technology. What skills and competencies will help organizations drive networked leadership?”

★ **JAMES CIRIELLO** Associate Vice President, IT Planning & Innovation at Merck & Co.

“It is difficult to ignore the political, economic, and religious conflicts currently unfolding in the world since business graduates are likely to have to navigate in this ever-changing and tricky landscape. To what extent do we bring in such complex and sensitive issues into our sessions, courses, and programs? To what extent are our faculty colleagues experts in how to deal effectively and responsibly with economic sanctions, religious conflicts, and military threats?”

★ **JOHAN ROOS, PhD** Dean, CEO and Managing Director, Jönköping International Business School (JIBS)

CRITICAL QUESTION #6

HOW WILL INDUSTRY AND BUSINESS EDUCATION TAP THE POTENTIAL OF MILLENNIALS?

Millennials, now 18 to 33 years old, have overtaken the baby boomers and are positioned to dominate the global economy. Jammers agreed that this innovative generation will change education and industry. How do they see their futures? How will schools educate them? And how will industry attract the best and brightest, keep them engaged, and develop them as next-generation leaders? Jammers worked to clarify the drivers that motivate millennials and agreed on a few key points.

MAKING AN IMPACT, NOT JUST MONEY

Born digital and living social, the millennials are a generation in a hurry. Whether just starting college or already embarked on their careers, millennial Jammers repeatedly expressed a desire for broader educational opportunities, significant job responsibilities early on, a chance to be heard in their organizations, and the means to integrate work, life, and values. As one student Jammer put it, “Yes, we want to make an impact from day one. Yes, we want continual challenge and exposure to complex problems. But the trick is motivation. We are a generation that was born into over-stimulation, transparency of information and, as such, our work and personal life are becoming increasingly blurred.”

SEEKING INNOVATION EVERYWHERE

Jammers of all descriptions agreed that the technology-saturated and globalized world in which the millennials came of age has profound implications for business education. Higher education no longer has a monopoly on the dissemination of knowledge. With the proliferation of information available on the internet and online open courses, information and knowledge can be found almost anywhere. To keep pace, business schools will need to find innovative ways to leverage technology in learning and adopt an increasingly global focus.

ALWAYS LOOKING FOR OPPORTUNITIES

Industry Jammers recognize the millennials' large ambitions and great expectations. Said one, “What I see in my large firm is an incredible passion to take on more and more opportunities. They know that each experience gives them more personal intellectual capital and they are anxious to take on these challenges.” Although a few participants suggested that millennials' expectations were unrealistic, many others from industry cited their companies' efforts to tap the unique potential of the tech-savvy, values-driven members of this generation. According to one millennial Jammer, “I always find it empowering when my boss asks for my millennial perspective around tech-centric topics that she knows I'm enthused about and am an early adopter of.”



“I believe that a growing ‘generation gap’ exists in general, not just in education. For example, senior management in most large companies do not have the same natural proficiency as do younger workers, creating an almost laughable credibility gap in some cases. As recently as three years ago I experienced a senior executive whose assistant was still printing out his email! In academia, the split can be even more profound.”

★ **MARTIN NISENHOLTZ** Former Chief Digital Officer, The New York Times Company

ADJUSTING TO THE “100-YEAR LIFE”

“How about the challenge of baby boomers and millennials having to work together in the same work environment or team? As boomers work longer, the two workgroups will have to coexist. In a technology driven world, the younger millennial is more likely to be the subject matter expert than the older boomer. Is society and the work culture ready for this? Maybe parts of the West, but I find it hard to believe that this could happen easily in China and India.”

★ **SANGEET CHOWFLA** President & CEO, Graduate Management Admission Council

“I'm deep into a study of the impact a 100-year life will have on work and corporations. What is clear is that people will have to learn and change their specializations more than once in order to maintain their edge. Yet most people front-load their education and very few companies really give people time in their later career to relearn and renew.”

★ **LYNDA GRATTON, PhD** Professor of Management Practice, London Business School, Founder of The Hot Spots Movement

CRITICAL QUESTION #7

HOW CAN ETHICAL LEADERSHIP BE FOSTERED ACROSS BUSINESS EDUCATION AND INDUSTRY?

As the world moves toward critical 21st-century transition points in energy, the environment, health care, and global economies, Jam participants focused intently on how to ensure that leaders unfailingly consider the complicated ethical and social implications in any business issue they confront.

ETHICS BELONGS IN THE CLASSROOM AND IN THE WORKPLACE

Strong support emerged for serious, deep reform of ethical leadership development in education and in industry. As some Jammers noted, although moral development is a lifelong process best begun in childhood, schools and organizations have critical roles to play in molding ethical individuals, developing responsible leaders, and creating cultures that support them.

DOING THE RIGHT THING ISN'T ALWAYS EASY

Participants also insisted that ethical leadership must be understood in the complex web of relationships among the individual, the organization, and society. As many Jammers observed, good people under pressure in unethical organizational cultures will often make unethical decisions. Lapses can occur even in otherwise ethically healthy organizations. To prevent such lapses and to provide a counterweight to group pressure, Jammers offered examples of peer support mechanisms, policies, and actions that empower employees to speak up and to stand their ground. **One such mechanism at McKinsey and Company, said its Global Chief Information Officer Michael Wright, is the “obligation to dissent,” requiring everyone who disagrees with a proposed course of action to say so.**

SCHOOLS MUST MAKE IT REAL

The discussion was rich in suggestions for teaching strategies and techniques that are applicable in education as well as business—the case method, group exercises, simulations, and many more. All share a common aim: breaking through abstract ethical questions to impart a sense of the concrete and difficult circumstances under which people in organizations must act. As one undergraduate business student pointed out, “Being exposed to videos of the Rana Plaza disaster, first-hand accounts of the Triangle Shirtwaist Factory fire, and interviews with workers at the Qatar FIFA Stadium really helped me grasp the problems of cheap labor, poor immigration policies, and the role businesses play in it. I not only understood that businesses make decisions, but also really understood the impact they have on humans.”

ETHICAL LEADERSHIP PROVIDES VALUE FOR THE WORLD

Ultimately, as many participants observed, the goal of fostering ethical leadership is not simply to do no wrong, but to have a positive impact on the world. Schools and organizations must create experiences and cultures that yield ethical and socially conscious global leaders who create value for employees, customers, owners, and the communities in which they operate.

Ethics education in business schools should focus as much on the organizations and systems we create and develop as managers, as on individual perspectives and philosophies. That is why ethics education is especially important in business schools: we want ethical leaders and we want them to create systems, organizations, and cultures that encourage and support ethical behaviors.

★ **DAN LECLAIR, PhD** Executive Vice President & Chief Operating Officer, AACSB

My advice is to lead by example and have courage and conviction to do the right thing. Life is so much better when you have those moments where despite being tested, you took the right direction.

★ **MAX REINHARDT** Worldwide President at DePuy Synthes Spine Companies, Johnson & Johnson

BRIGHT IDEA

“We can teach ethics by mentoring, liberal-arts learning, and habit-training, but leadership is not limited to issues of ethics. The most important thing is how to make a person think positively. Positive thinking changes attitude, attitude changes behavior, behavior changes habit, habit changes personality, and eventually changes fate.”

★ **CHAIRMAN SEUNG-HAN LEE, PhD** Next & Partners Chairman, Former Samsung Corporation President & CEO, Former Homeplus CEO & Chairman

CRITICAL QUESTION #8

WHAT ROLES SHOULD B-SCHOOLS AND INDUSTRY PLAY IN DEVELOPING THE NEXT GENERATION OF ENTREPRENEURS AND INNOVATORS?

Not every new venture or great innovation has to start in a garage. Jammers agreed that entrepreneurialism can be developed in the classroom and at the office—with the right teaching and practice.

INNOVATION CAN BE TAUGHT

Discussions of entrepreneurship and innovation often assume that those terms apply only to born geniuses, working on revolutionary new ideas in freestanding startups. Consequently, the prospects for teaching entrepreneurial skills seem dim. But, as a number of participants pointed out, entrepreneurial skills are regularly exercised in the startup of new businesses in established companies. Viewed, as a process, like any other process requiring tools, techniques, and routines, innovating can not only be taught but also viewed as a skill that grows stronger with practice.

ENTREPRENEURIALISM ISN'T JUST FOR ENTREPRENEURS

Engaging with entrepreneurialism—through classes, simulations, experiential learning, interning with startups, or as part of a company talent development program—can teach many lessons. They include, said Jammers, learning how to: make bets on people and new markets, test new ideas at low cost, value a business, and scale fledgling enterprises into sustainable companies. In addition, such experiences provide a holistic view of how various functions in an enterprise work together and how wealth can be built through licensing, franchising, and other avenues not conventionally explored in the classroom.

A WILLINGNESS TO FAIL IS KEY

Recent thinking about startups has tended to emphasize the lean approach: proceed experimentally, iterate “minimum viable products” to gain the most knowledge about the market at lowest cost, and be prepared to pivot sharply on the basis of new knowledge. This approach requires a willingness to fail fast and often—and failure, many Jammers agreed, is often more instructive than success. But exclusively practicing the lean approach forgoes the power of theory, which provides the basis for more deliberate approaches. Academics, then, have an opportunity to make the connection between experimentation and theory for students and entrepreneurs alike.



For some time, large corporations and the government were seen as key sources of job creation in emerging markets. However, today given the large populations of youth in these markets (65% of India's population is below 35 years of age for example), we have to accept the fact that the model of job creation has to change. The only way to create jobs for emerging market youth is to let them create their own jobs—to enable them to become entrepreneurs. Are business school models in emerging markets changing to reflect this new reality?

★ **SOUMITRA DUTTA, PhD** Anne and Elmer Lindseth Dean, Professor of Management and Organizations, Cornell University

The reality is that a majority of startups fail due to things like not understanding their market or customer, poor technology decisions, excessive of risk, or perhaps lack of access to funding. Many b-schools are focusing on these areas in their entrepreneurial/innovation tracks. The chaos of working in an environment with a group of type-A (a good thing!) individuals under an unrealistic schedule is tough to simulate and hard to get across in the classroom. Ideally it would be beneficial to get some connection to such an environment early on.

★ **PETER WEXLER** Cofounder, SpiderCloud Wireless

UP FOR DEBATE

“I have had front row seats to many self-made billionaires. All I can say is this: they are wired differently than most smart, aggressive, and driven people. The reality and risk-taking that most of us see and can live with neither impresses them nor sways them. Most people that think this way end up driving taxis.”

★ **W. SCOTT SIMON** Former Managing Director of PIMCO

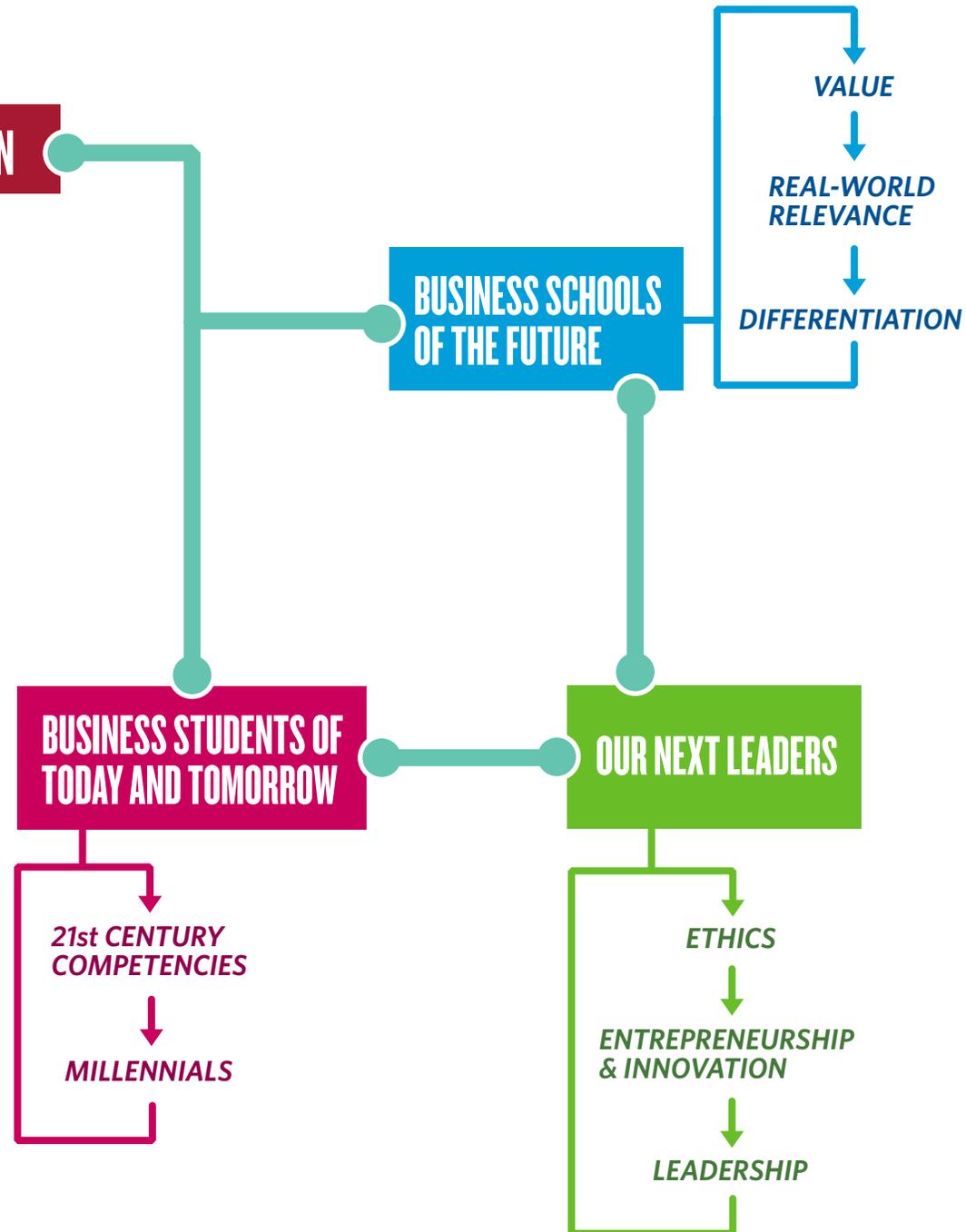
A ROADMAP FOR THE FUTURE OF BUSINESS EDUCATION

*It all started with a question: **How will business education thrive in the future?***

From the thousands of ideas, debates, and discussions in the Jam, there emerged actionable answers to this crucial question. Participants honed in on specific solutions needed to reach the goals of students, educators, and employers. Some are already hard at work implementing these solutions, and all are within reach.

Together, they provide a roadmap to the future. Not everyone will take an identical route, but we should arrive at the same destination: business schools that are innovative and relevant, students that are better prepared for the demands of 21st century management, and companies that work closely with educational institutions to help create the leaders of tomorrow.

Split into three sections—Business Schools of the Future, Business Students of Today and Tomorrow, and Our Next Leaders—the roadmap that follows offers intriguing and inspiring suggestions. Read on and run with them.



BUSINESS SCHOOLS OF THE FUTURE

In order to build the business school of the future, we need an effective blueprint that navigates the ever-changing educational landscape. Through the Jam, that blueprint has already begun to take shape. Participants defined three key actions that require greater attention from all stakeholders, and that will help business education remain valuable and cutting-edge in the years ahead: 1) enhancing the value of management education, 2) ensuring research and teaching have impact in the wider world, and 3) transforming business and pedagogical models. In the next few pages, take hold of these ideas shared by industry and academia alike, and take the next step toward tomorrow's institutions.

> Value

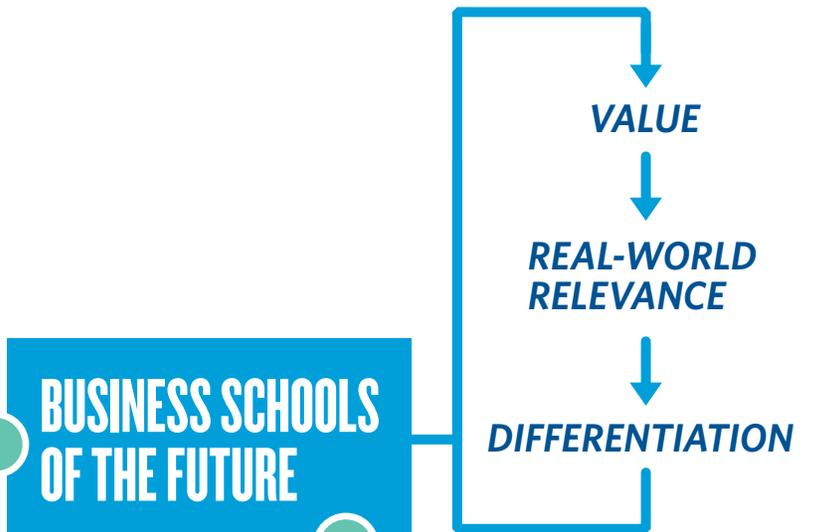
Make the business school experience worth the time and the price tag.

> Real-World Relevance

Knock down the ivory tower and extend b-schools' reach.

> Differentiation

Stand out in order to stand strong amidst disruption.



VALUE

Enhancing the value of business education for all stakeholders can begin with a few simple steps.

1 DEVELOP MORE HOLISTIC MEASURES OF ROI

In addition to the familiar monetary measures of ROI, business schools should develop more holistic measures, which might include what a school's graduates have typically contributed to organizations in which they have worked and the communities their work has affected, as well as the degree of personal satisfaction they have derived from the course on which their degree has taken them. These more multi-faceted measures would not only enable schools to tell their story more effectively, but help them determine where their programs need to be improved in order to drive the most important measures.

Not only could measures of ROI be more holistic, some participants agreed that they could also be customized in relation to the individual goals of prospective students. But, as one participant cautioned, more holistic measures require more, not less, rigor. Unless they are demonstrably well-designed and methodologically sound, they are likely to be dismissed as marketing ploys.

2 SET GOALS FOR PERFORMANCE IMPROVEMENT AND MEASURE OUTCOMES

Just as businesses use instruments like the Balanced Scorecard to measure progress and spur improvement along several dimensions of performance, business schools can develop and employ similar tools. As with measures of ROI, determining the right metrics requires rigor. Setting genuine stretch goals requires ambition. And living by the results requires courage.

3 CONSIDER MODULAR LEARNING TO HELP RESOLVE INHERENT TENSIONS IN BUSINESS EDUCATION

As a supplement to semester-long courses, shorter modules can right imbalances of theory and practice in the curriculum, quickly bring students who lack a background in business up to speed on fundamentals, or provide an opportunity to explore contemporary business issues without overwhelming the program with specious relevance. Supplemented by technology-based learning, modules can enable students to customize their courses of study in light of their individual strengths and weaknesses.

4 DETERMINE WHAT EMPLOYERS WANT IN GRADUATES AND ITS RELEVANCE TO THE CURRICULUM AND OTHER PROGRAMS

Schools often come by information about employers' needs unsystematically: surveys and analyses by industry experts, conversations with industry contacts, consulting work, the perceptions of career services departments, the judgments of faculty based on their areas of specialization, and more. While all of these sources are valuable, schools should establish more systematic and rigorous means of determining those needs over the short, medium, and long terms—not in order to respond to every twitch in the job market, but to develop a sound and shared basis for one of the many inputs that go into curriculum and program planning.

Hearing from entrepreneurs about what they wish they had known at the start, as well as what they learned along the way, could have a direct influence on how business schools shape both curriculum and the next great innovators.

I think business schools need to relentlessly focus on the student experience—keeping the student and the application of learning central to everything. And, they need to find ways to ensure that graduates have competencies and skills that align with what employers want and need. There is a disconnect here and b-schools need to help solve for it.

★ **ANDREA BACKMAN, PhD** Senior Vice President and Dean, The Jack Welch Management Institute

"My concern is that if we all agree that business schools have to address more closely the needs of business, then there needs to be a sustainable model for teaching executive programmes."

★ **DELLA BRADSHAW** Business Education Editor, Financial Times



"Why not approach curriculum/course development like good product development—engage the final customers (employers) up front to get their priorities, and then faculty design the course product using that employer input, combined with other design inputs?"

★ **PETER ROHAN** Senior Member of Ernst & Young's Education Industry Group

REAL-WORLD RELEVANCE

Academics must talk not only to each other, but also engage with industry to ensure that research and teaching make a difference in the real world.

PUT FACULTY IN THE FIELD

To build stronger bridges from faculty research to industry problems, schools could create a program that enables faculty members to shadow practitioners in their field of research for a specified period of time. “If a marketing scholar were to spend one day per semester tagging along with a marketing executive, he or she might be surprised about what matters day-to-day,” said one participant. “Sometimes, shadowing would prompt relevant research questions. And, almost always, it would advance the teaching of the faculty member.”

IDEA IN ACTION “We have just begun to try and connect faculty members one-on-one with a senior executive—often an alum—or with a firm that shares the faculty member’s interests. It could be in a discipline like consumer marketing or in a particular industry like telecom or healthcare, in the hope that they develop a deep relationship. It is not easy to find good pairings, but when you get a good connection, it works like magic and also builds engagement for the school.”

★ **SRI ZAHEER, PhD** Dean, Carlson School of Management, University of Minnesota

REWARD PROFESSORS FOR PUBLISHING IN GENERAL INTEREST BUSINESS PUBLICATIONS

“We teach companies to be ambidextrous but rarely practice it,” one participant said. “Ambidextrous scholars publish in both the top journals, but also publish the key insights of their research in practitioners’ outlets for a broader audience.” Although not a substitute for placing articles in scholarly journals, publishing in industry publications read by business leaders could be weighted more heavily in promotion and tenure decisions.

SUPPORT INNOVATIVE TEACHING EFFORTS OF LEADING RESEARCH FACULTY

Having strong researchers aligned with teaching increasingly defines and distinguishes leading research-intensive universities. By establishing support structures and incentives for researchers to innovate in the classroom, business schools can begin to resolve the tension between the demands of research and the obligations of teaching and enable research universities to remain leaders in business education.

Every theory we are developing has to be used in the class. And every case has to be coupled with a theory. The result is that there isn't a conflict between the research and the teaching.

★ **CLAYTON CHRISTENSEN, DBA** Kim B. Clark Professor of Business Administration, Harvard Business School

“If one answer to closing this divide is to ask faculty to produce practitioner-oriented versions of their research findings, then some incentive has to be provided for this work. I can say that at all of the tenure-granting business schools where I have worked no such incentive was attached to practitioner articles.”

—Business School Faculty Member

GETTING RESEARCH TO INDUSTRY

Jammers encouraged business schools to take advantage of numerous channels to disseminate their research to industry.

-  EMAIL NEWSLETTERS
-  SHORT VIDEO ABSTRACTS
-  YOUTUBE
-  BLOGS
-  TED TALKS
-  BOOKS TARGETED AT A WIDE READERSHIP

DIFFERENTIATION

To remain relevant and viable, traditional business schools will have to innovate in their business and teaching models. They must emphasize their inherent strengths.

DIFFERENTIATE along dimensions not easily replicated online or by other schools.

Opportunities for differentiation include deep and extensive student, employer, and alumni networks; experiential learning that provides students with opportunities to learn by doing; and the retention of faculty with matchless skills. Students on campus also undergo the program with a cohort—a highly selective group of diverse, experienced people from whom they can learn a great deal. And interaction with faculty, which most schools already claim to offer, could also become a differentiator, but only if it is a demonstrable reality.

I think most business schools view their own culture as unique. Though any one particular element of a school's culture is undoubtedly shared by other schools, the ensemble of the elements is where uniqueness starts to emerge.

★ **RICH LYONS, PhD** Dean, Haas School of Business, University of California, Berkeley

INNOVATE the classroom experience and make on-campus learning irreplaceable.

For example, in the “flipped” classroom students can gain their first exposure to new material outside of class, usually via reading or lecture videos. They then use class time to do the harder work of assimilating that knowledge through problem-solving, discussion, or debates—work that is difficult to replicate online. Further, because most work in organizations is accomplished through teams, only campus-based learning enables students to develop in the flesh the indispensable skill of teamwork.

There is so much innovation going on in learning and development today. For example, PwC is focused on “flipping” some of our traditional classroom experiences, so learners view lectures virtually before they come to class, and spend time in the classroom doing group work, with faculty as facilitators and coaches.

★ **MICHAEL FENLON, PhD** US & Global Talent Leader, PricewaterhouseCoopers

OFFER differing proportions of online and classroom learning, according to the needs of students.

Flexible delivery models could allow students to align their courses of study with their learning styles and with their circumstances, much like current employment. But to become a competitive weapon that protects a school from new online-only learning models, this more flexible model will have to be nurtured and promoted by faculty and administrators.

SEEK more extensive collaboration between faculty and business.

Several independent management schools and some university-based schools already partner extensively with business. The aim of such programs is to exchange experience, learn jointly, and collaborate on research. As one participant described his school's program, “Faculty are not only teachers, but facilitators of applied learning.”

BRIGHT IDEA

One MBA student suggested encouraging corporations heavily recruiting at b-schools to integrate their training programs into the academic curriculum. This could:

- Reduce stress on students by balancing academic performance with preparing for the corporate world.
- Reduce stress on the corporations by better preparing students.
- Make academics seem more relevant to students' futures.
- Mimic co-op programs, but constitute a training program, not an internship.

BUSINESS STUDENTS OF TODAY AND TOMORROW

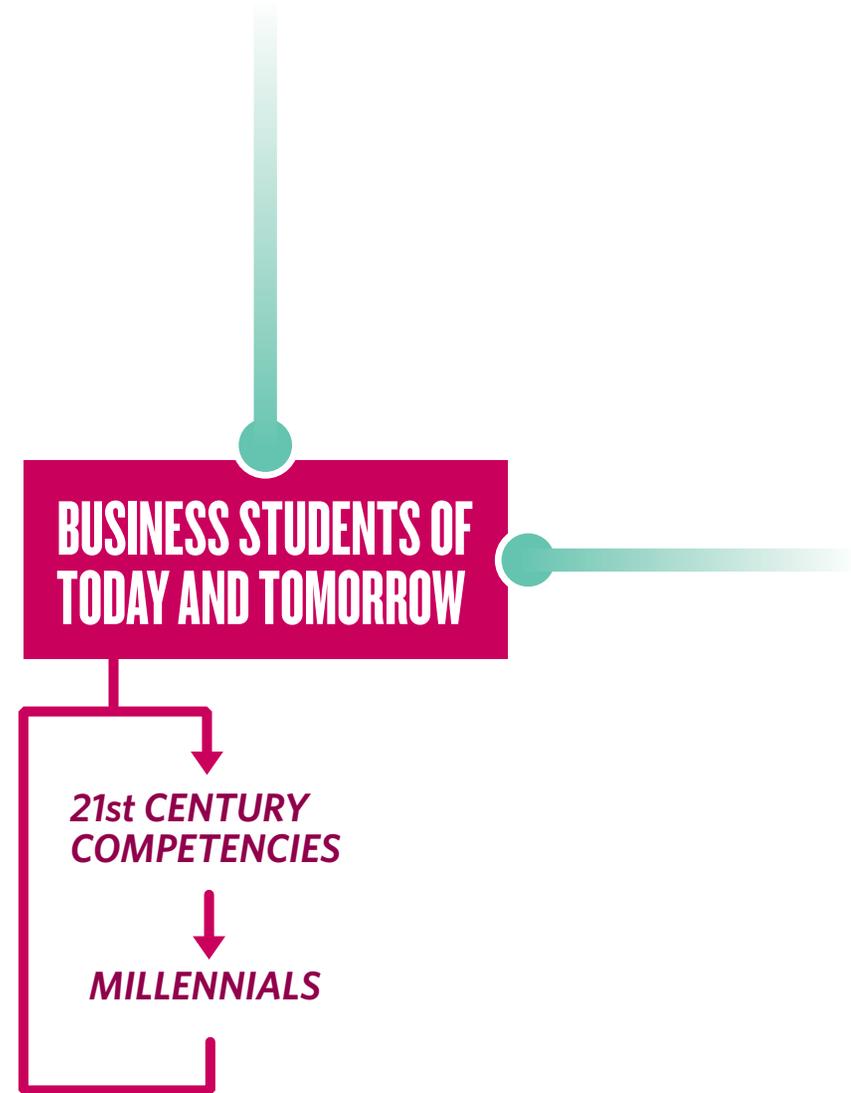
As millennials rise in the ranks, participants agreed that business schools and industry must leverage their unique strengths and arm them with the skills needed to thrive in today's workforce—through more experiential learning opportunities, "intrapreneurship," and more. Millennials have been on the front lines of a shifting economy and an evolving digital world since birth. Nurturing their innate sense of innovation, as well as engaging them in the workplace, will be essential. Industry veterans and new hires have plenty to learn from each other. Let's start talking.

> 21st Century Competencies

Keep students ahead of the curve and set them up for success via the power of collaboration.

> Millennials

B-schools and employers must support and utilize this generation's creative, tech-savvy abilities.



21st CENTURY COMPETENCIES

Helping students acquire 21st century leadership and management competencies will require curriculum changes and increased cooperation with companies and other potential employers.

BROADEN HORIZONS THROUGH CURRICULUM

Business schools have many means at their disposal to develop globally minded, boundary-crossing leaders who understand the systemic impacts of business decisions and connect value with values. Those means include greater integration of the liberal arts in business curriculum, foreign language study, study abroad, interdisciplinary studies and projects, and joint degrees.

INCREASE EMPHASIS ON EXPERIENTIAL LEARNING

Experiential learning, a major theme throughout the Jam, offers the opportunity to instill leadership and managerial competencies through concrete practice. Through faculty-guided projects with businesses and other organizations, students put what they've learned to work in a real-time environment, acquire useful teaming skills, and seek to deliver meaningful value to the business. Projects may address issues in specific business functions or disciplines, in general management, or in areas like innovation and entrepreneurship. Students experience the range of competencies that will be required of them after graduation and they begin the career-long process of acquiring and developing them. For schools, moving away from teaching codified concepts toward models that emphasize experiential learning offers a way to move up the education value chain.

INDUSTRY-ACADEMIA COLLABORATIONS

Jammers expressed the need to pursue competency-focused joint programs with businesses and other organizations and offered examples of existing initiatives:

- ▶ The London Business School brings academia and industry together in its Future of Work Consortium, which includes 40 members from companies around the world. Through workshops, the Consortium identifies the issues that are of concern to industry and then explores them in detail.
- ▶ Singapore Management University conducts a Master of Tri-Sector Collaboration that brings together mid-career students from business, government, and civil society organizations.
- ▶ Undergraduate and MBA-level students at the University of Washington's Foster School of Business take on projects focused on businesses owned by under-served minorities or businesses in lower socio-economic locales.
- ▶ Via a Global Leadership Lab, students at MIT's Sloan School of Management send students to developing economies around the world in challenging environments to work with entrepreneurial ventures facing an existential threat.

Providing internships and co-op experiences are critical to our talent strategy. We hired 800 interns last summer and we make sure that we hire a diverse group from many different schools. More importantly, we work to make sure that the students have worthwhile and real life experience here with real projects, team assignments, deadlines, and access to senior management.

★ **PAMELA NORLEY, JD** Executive Vice President of Fidelity's Enterprise Relationships and Talent Groups, Fidelity Investments

The most important skill in business is communication. Or should I say 'effective communication'! While there is always a place for 140-character quick updates, you also need to be able to make an effective presentation and express an idea in terms that the audience can understand. Technology can be an enabler of that, or can become a useless 'prop.' The best way to hone this skill is practice, practice, practice!

★ **JEANETTE HORAN** Managing Director, IBM

MILLENNIALS

Participants offered a wide range of solutions for the challenges of educating, engaging, and developing millennials—in the academy and at work.

INTEGRATE DIGITAL TECHNOLOGY WITH THE BUSINESS CURRICULUM

While digital technology has influenced business processes in many industries—and is the business in many companies—it appears to have made its way into business education in an ad hoc fashion. Business schools must adopt a more systematic approach that encompasses the design of classrooms, teaching material, and courses. The design and layout of classrooms of the future should go beyond those suited only for lectures or case discussions to incorporate collaborative technology. Similarly, data-rich and immersive teaching materials should go beyond static management cases, frozen in time and context, with digital technology helping visualize complex problems that aren't adequately captured or presented on slides and spreadsheets. And technology can enable course designs that facilitate team interaction, flipped classrooms, and real-time data and problem solving.



ADOPT REVERSE MENTORING IN BUSINESS

Over the course of the forum, a groundswell of support developed for the idea of reverse mentoring in companies in order to more fully engage millennials and to take advantage of their perspectives. Instead of an older executive mentoring a younger colleague, they mentor each other. Instead of knowledge flowing in one direction—from the top down—it flows in both directions, benefiting both parties. For example, the more senior employee coaches the junior colleague in leadership, company culture, and business and industry practices. Meanwhile, the junior colleague tutors the older in social media or generational trends that affect the business.

We encourage risks and reverse mentor—the younger members of the team keep senior management on their toes and abreast of current trends. It's all about collaboration.

★ **DEBORAH DUGAN**, JD CEO of (RED)

We have millennial 'reverse mentors' who provide coaching, feedback, and perspectives to our leaders globally. Many of our senior leaders have one or more reverse mentors who coach and mentor them. I personally have three, and I am learning so much from my involvement.

★ **CEREE EBERLY** Senior Vice President and Chief People Officer of The Coca-Cola Company

For intrapreneurship to really work, the people doing it have to have the freedom to learn and pivot, iterate, or shut things down as appropriate. If they are just executing an idea without the ability to change course, then they are not really being entrepreneurial, and neither they nor the organization will capture the value.

★ **SEAN BELKA** Senior VP and Director of the Fidelity Center for Applied Technology, Fidelity Investments

TRY "INTRAPRENEURSHIP"

To keep millennials engaged in the workplace and with their employers, said many participants, companies should offer opportunities for "intrapreneurship." Acting as entrepreneurs while working in a large organization, they can have immediate impact by taking an idea from concept to profitable product using entrepreneurial approaches to risk-taking and innovation. Organizations can begin by offering millennials low-risk, internally focused intrapreneurship opportunities, like work-life balance initiatives. Millennials get a chance to make a difference right away and they become better team members in the process.



If millennials commit to a project that they become passionate about, but then nothing changes, the idea is not adopted, funding gets in the way, internal politics slow the project down, and then the exuberance quickly fades and they become skeptics after a few failures. Senior management has to support and execute on projects or we quickly lose millennials.

—Industry Participant

OUR NEXT LEADERS

What should tomorrow's leaders look like? It's a question that fired up participants and kept the conversations flowing—unsurprising, considering the scale and complexity of issues that future leaders will face. Not to mention, the enormity of the consequences should they fail. Business education has a new and urgent responsibility to graduate deeply ethical and entrepreneurial leaders. Participants agreed that in order to mold students into the kind of leaders that will make a difference in the world—both ethically and innovatively—business schools need to offer them mentorship, as well as the type of experiences that push them out of their comfort zone. The future is full of curveballs. Take hold of the unpredictability.

> **Ethics**

Integrate, integrate, integrate.

> **Entrepreneurship & Innovation**

Promote entrepreneurial skills and thinking both inside and outside of the classroom.

> **Leadership**

Forget a lesson plan—effective leadership is fostered, not taught.



ETHICS

Ideas on how to foster ethical leadership converged around a central principle: integrating ethics with all aspects of business education and organizational culture.



INTEGRATE ETHICS WITH CURRICULUM

Some participants favor courses that do a deep dive into values, culture, and ethical ideas. Others advocate including the ethical dimension in functional courses like finance, marketing, and operations. Still, others would begin with a course devoted to ethics in order to equip students with ethical frameworks for the ethical dimensions of functional courses.



INTEGRATE ETHICS WITH ENTERPRISE

Leadership development, lifelong learning, and modeling desired behavior, said many participants, are among a broad array of means for fostering ethical leadership in organizations. But to create thoroughly ethical enterprises, organizations must rigorously examine the processes and practices that shape daily behavior and in the aggregate create the culture—"the way things are done around here." They can begin by determining at all levels of the organization whether those processes and practices are genuinely aligned with core values.



DEVELOP PARTNERSHIPS

The fostering of ethical leadership can also be integrated across business and business education through partnerships between universities and industry. By collaborating with those on the frontlines of industry—those who have faced real moral dilemmas—educators can gain a better understanding of what should be taught in the classroom to support ethical leaders.



ACT CROSS-CULTURALLY

Participants in the Jam were profoundly sensitive to the interplay of national cultures with organizational culture, duly noting differences in ethical outlook and behavior across borders. Nevertheless, most participants support continuing attempts to achieve uniformly high ethical standards across cultures. Companies and educational institutions can participate in these global efforts through a number of initiatives, including:

- ▶ The United Nations Global Compact, which asks companies to embrace universal principles;
- ▶ The Principles for Responsible Management Education (PRME), the mission of which is to inspire management education, research and thought leadership globally, informed by internationally accepted values; and
- ▶ 50 + 20, which seeks to reinvent management education for the world and the problems it faces in the coming decades.

IDEA IN ACTION ▶ "Each semester 500 undergraduate organizational behavior students attend a live stage play that is presented as a live case study in conflict, power, and leadership. After seeing the play and hearing from the actors in a talk-back session, students then meet in discussion groups sections and examine these issues. This triggers deeper and more creative discussions in the business students and a greater appreciation for the talents and teamwork of theater students on the other side of campus."

— BUSINESS SCHOOL PROFESSOR

In terms of coaching, I have a simple rule. Never COACH ethics or integrity violations, FIRE ethics or integrity violations. All employees should learn that ethical violations are not 'negotiable.'

★ **MARSHALL GOLDSMITH, PhD** Executive Leadership Coach, Marshall Goldsmith Group

BRIGHT IDEA

"Rather than simply exhorting people to 'do the right thing,' have them share their stories of confronting a values conflict and explain how they worked their way through it. These should not be heroic stories that can turn listeners off, but stories of struggle, learning, and creative problem-solving. It normalizes the idea that ethics are not just about making the right decision, but also about figuring out how to re-frame, problem-solve, communicate, and bring others along with you."

★ **MARY GENTILE, PhD**
Director of Giving Voice to Values, Senior Research Scholar, Babson College, Senior Advisor, Aspen Institute



My curriculum has included a course dedicated to business ethics and ethical discussions incorporated into most of the business courses I've taken. The ethics course laid a foundation of ethical understanding, while my other courses have allowed me to apply that understanding to various cases and scenarios.

—Undergraduate Business Student

ENTREPRENEURSHIP & INNOVATION

Jammers identified steps business schools can take to enhance the teaching of entrepreneurship and innovation and play much larger roles in economic development.

PARTNER WITH ESTABLISHED COMPANIES ON INNOVATION

Because innovation is a critical capability for any established company, business schools should invite selected companies to bring their innovation challenges to campus. Students and faculty, working across disciplines and specialties, can work on these challenges, providing experiential learning for students and a potentially rich source of ideas for the company.

ACTIVELY SUPPORT NEW VENTURES

Business schools can move from teaching entrepreneurship to underwriting it in a variety of ways, as a number of Jam participants said their schools have done. For example, schools can:

- > Create office space for new ventures, providing an informal and mutually beneficial way for students, faculty, and entrepreneurs to connect.
- > Create the means for the most promising new-business student projects to transition to a business school entrepreneurship center, should students want to attempt a startup after graduation.
- > Become accelerators or incubators of new ventures, with faculty members providing advice and mentoring.
- > Establish school-affiliated, alumni-run venture funds to support fellow alumni entrepreneurs.

ENLIST ALUMNI IN STUDENT LEARNING

According to a GMAC Alumni Perspectives Survey, almost half (45%) of self-employed respondents who graduated from 2010 to 2013 started their business immediately after graduation, compared to 24% in the prior decade. For business schools, this means a growing legion of entrepreneurial alumni who, said Jammers, could be called upon to help enrich the teaching of entrepreneurship and innovation.

Actionable steps include:

- > Integrating talks by alumni entrepreneurs with course materials;
- > Enlisting alumni entrepreneurs as mentors and advisors;
- > Crowdsourcing ideas for course material from entrepreneurial alumni for online events similar to the Jam; and
- > Creating opportunities for students to participate in alumni startups.



BUSINESS SCHOOLS SHOULD SERVE ALUMNI, TOO, BY:

- ▶ Developing structured networking opportunities like virtual jam sessions to connect knowledge, resources, and talent around the world.
- ▶ Forging active cross-departmental networks between the business school and the STEM disciplines. These networks can, in turn, become the basis of a matchmaking service, with the business school connecting alums starting companies with alums looking to join up.
- ▶ Providing brief, intense learning opportunities for entrepreneurs through boot camps and workshops.

Organizations could first give permission to everyone to innovate within their own job or sphere of influence (everyone has a customer they can create new happiness for), train them in innovating tools and techniques, and collect all the ideas into an organizational idea bank, with the objective of building the organization's collective innovating capability and genius.

★ **BEN BENSAOU, PhD** Professor of Technology and Operations Management, Professor of Asian Business and Comparative Management, INSEAD

BRIGHT IDEA

"It would be really cool to develop a specialized MOOC portal where entrepreneurs create mini-MOOCs to 'educate' the world on their concept. Why should a VC pitch be a linear, boring set of PowerPoint slides? Why not create an exciting MOOC with videos, virtual product demos, virtual 'hands-on' experiences, and even include a discussion forum where the world provides feedback to the entrepreneur. Of course VCs that like the MOOC pitch can offer funding!"

★ **ANANT AGARWAL, PhD** CEO, edX, Electrical Engineering and Computer Science Professor, MIT

LEADERSHIP

Do business schools oversell the idea that they're teaching students to be leaders? Some participants said guilty as charged. However, Jammers also found that there's still a place for leadership in education. What it comes down to, though, is fostering it—not teaching it. Hone leadership with the right mentorship, guidance, and education.

EMBRACE AGILITY

One participant suggested that in order to develop leaders of the future, you have to help them get out of their own way. Leaders are plagued by a tendency to hang on to things that have benefited them in the past but that won't serve them well in the future. This challenge is merely exacerbated by the rapid change faced in certain fields, especially technology. View this challenge as an opportunity to embrace agility. Encourage students to let go of what worked, and to try things with expectation and a willingness to scrap ideas quickly. Part of being an efficient leader is holding onto things loosely and increasing faith in the unknown.

This means making time for us to hear ourselves think and to truly listen to our intuitions, experience, and ideas, as well as to others' intuition, experiences, and ideas. The best leaders of the future will be adept in embracing ambiguity as the oxygen of life and fuel it with space, risk, and experimentation.

—Industry, Talent Management/
Human Resources Participant

GET INVOLVED

While experiential learning inside the classroom—ensuring that there are plenty of participative activities—is key to fostering tomorrow's leaders, what happens outside the classroom is just as crucial. Require out-of-class experiences that help participants build leadership skills, such as through team projects or student clubs and organizations. Involvement in activities outside the classroom can:

- > Teach students how to implement the mission of their group.
- > Offer opportunities to interact with the business community.
- > Motivate other students to get involved and attend group meetings and activities.
- > Provide more information about fields that will help students find the right career.
- > Help students develop their professional skills in a safe environment.

STRENGTHEN CHARACTER

At the root of an effective leader are an inherently strong character and a robust sense of purpose. One discussion centered on the belief that business schools fail at reaching and nurturing this root and do not provide skills development in these critical areas.



*So, what's a b-school to do?
A few suggestions:*

- ▶ Challenge students to “look in the mirror” and assess their own values.
- ▶ Have students receive feedback from their colleagues on how their actual behavior aligns with their stated values.
- ▶ Practice “the daily question process,” a tool that helps leaders evaluate their daily behavior and get closer to really living their values.

At GE Ventures, we spend a lot of time with entrepreneurs, either investing in external ones or hiring entrepreneurs to help us start new businesses within GE. GE Ventures was created to interface with the innovation community to help startups grow and to create new startups from within GE. In addition, we are hard at work at simplifying how we work to create an environment where we can quickly pivot, test, and bring products to market as a start-up.

★ **SUSAN E. SIEGEL** CEO, GE Ventures,
HealthyImagination & Idea Works

BRIGHT IDEA

“Design educational experiences that require students to think beyond their comfort zones and enhance their capacity for envisioning the future. Put them into classroom and field-based experiences where they have to interact with people who are in senior positions and or positions unlike their own. These types of experiences, while not explicitly telling students that they are learning to be leaders, can provide a foundation on which leadership is built.”

— BUSINESS SCHOOL PROFESSOR

TURNING IDEAS INTO ACTION

Now that the Jam has concluded, the real work begins. The quality of the insights it generated, the thought leadership it produced, and the enthusiasm it engendered around the world are too valuable to let languish. We hope that leaders from academia, industry, the not-for-profit world, and the media, as well as students, parents, and alumni, will now take up the cause: transforming business education for the 21st century.

For our part, we will continue to identify critical issues and offer the best thinking of the global community, as we have tried to do in this report. We will use our global reach to maintain the connections made with employers around the world. And we will establish lines of communication that encourage an ongoing conversation about making business education relevant, progressive, and valuable. We hope that participants, for their part, will continue to expand their networks, collaborate on ideas, and share insights that can inform action in industry and academia alike. Together, we can address the crisis in management education head-on by:

Closing the Gap Between Education and Industry

We can begin by integrating our curriculum more closely with the practical demands of today's employers—and tomorrow's. Our faculty must be a mix of researchers and seasoned practitioners, who together enrich practice by anchoring it in demonstrable principles and extend research by making it more relevant, accessible, and actionable. We need stronger partnerships with industry to provide more experiential learning, greater opportunities for job placement, and closer collaboration for the mutual benefit of education and enterprise.

Returning to Relevance to Remain Competitive

The student population is increasingly global, and excellent business schools, once largely an American commodity, are emerging throughout Asia and Europe. Learning that is centered in one country, one city, or one campus no longer suffices to serve this global market. Using technology to

expand our global reach and diversify our curriculum across schools and industries will strengthen our business model, while compelling us to refine our truly distinctive strengths, and make business schools competitive again.

Restoring Respect by Creating Real Value

The crisis in management education is part of a larger crisis of confidence in the public role of business, following the economic disaster of recent years and the questions of value—and values—that it raised. We need to address this problem at the root, by making ethical behavior a central part of business education. We need to bring industry leaders into the classroom to concretely convey the way these issues actually play out in day-to-day life in the real world of employment. And we need to frame business leadership as the creation of value, in all its senses, for all stakeholders: employees, employers, communities, and the world in which all of us live and work.

The time is now.



THANK YOU

With more than 5,700 registrants from 122 countries, the Business Education Jam was a truly global, groundbreaking event. For that, we at Boston University Questrom School of Business are incredibly grateful. The creative ideas shared in more than 6,000 posts across the virtual platform are invaluable and have launched crucial next steps. Thank you for your time, your contributions, and your interest in envisioning an innovative future for business education. Because of you, the Jam was a success.

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