International Council of Business Schools and Programs

Annual Conference Proceedings

“Corporate Social Responsibility and Sustainability in the Classroom”

November 21 – 24, 2012, Geneva, Switzerland
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Email: peter.horn@ism.edu

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Email: kcserrm@earthlink.net
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Conference Dates: November 21 – 24, 2012

Host Institution and Conference Sponsor:

Webster University – Geneva
CH-1293 Bellevue
Geneva, Switzerland
Telephone: +41.22.959.8000
Website: http://www.webster.ch/

Conference Venue:

Webster University - Geneva

Keynote Speaker:

- Dr. James Pulcrano, Executive Director, IMD – The Art and Science of Networks and Networking: is Networking Different for Women?

Corporate Sponsors:

- Peregrine Academic Services, Olin O. Oedekoven, Ph.D., President and CEO, www.PeregrineAcademics.com

Awards and Recognitions:

- The Region 8, 2012 Best Paper Award - The award for Best of Region 8 Academic Paper 2012 was presented to Nancy Maloney and Jaishree Asarpota (Higher Colleges of Technology, United Arab Emirates) for their paper Virtual World Technology, A Constructivist Epistemology and Corporate Social Responsibility Teaching. Each will soon receive a crystal trophy.

- The Region 8, 2012 Best Conference Presentation Award - Jeremy Cripps (University American College Skopje and American University in Bulgaria) received the Best of the Region 8 Presentation Award for his presentation, Sustainability: Corporate Responsibility for the Future Classroom.

- The 2012 Region 8 Champion Award - Peter Horn (International School of Management-Paris) was named the 2012 Champion of Region 8. This award is presented to a volunteer leader who has a history of involvement in the management and leadership of the ACBSP. The selection made based on guidelines and an application process.

Educational Sessions:

- Academic Preparedness with Customizable Accreditation Related Services by Olin O. Oedekoven, Ph.D.
- ACBSP Update Delivered to Region 8 Members by Doug Viehland, CAE
ACBSP Co-Champion Training – Region 8 by Doug Viehland, CAE

Foundations of Modern Accreditation – Outcomes Assessment by Bruce Stetar DBA (cand.)

Interpreting Faculty Credentials by Peter Horn, Ph.D., LL.M.

Foundations of Modern Accreditation - Closing the Loop by Bruce Stetar, DBA

The Role and Importance of ACBSP Accreditation for Business Schools and Programs and how to get the Most out of your ACBSP membership by Panos Kostakos

ACBSP Forms and Documents by Doug Viehland, CAE

Research Contributions:

Fiscal Irresponsibility Due to Lack of Women on Boards by Greg Evans

Corporate Social Responsibility – Just Another Word for Marketing Education by Jaishree Asarpota, MBA, M.Sc., and Nancy Maloney, Ph.D., (abd)

Gender, Sustainability, Cyber Security, and Quality Improvement: eBusiness Management at a UAE Women’s College by Alfred H. Miller, Ph.D.

Incorporating Sustainability and Corporate Social Responsibility into the Hybrid Course “Branding in Vienna” Through Corporate Site Visits by Julia Skobeleva, Ph.D.

A Global Discovery of Learner Motivations: Building a Foundation for Systemic Enhancements within Higher Education by Ten Sun, Ph.D., Mysoon Otoum, Ph.D. and Bruce Stetar, DBA (cand.)

The Cosmopolitan Generation and Sustainability within Business Schools by Frida Nilvander and Rolf Illum-Engsig

Virtual World Technology, A Constructivist Epistemology and Corporate Social Responsibility Teaching by Nancy Maloney Ph.D. (abd) and Jaishree Asarpota, MBA, M.Sc.

Dubai to San Diego– A Case Study of Female Emirati’s Students and their Success Story by V.S. Damodharan, Sudipa Majumdar and Delna Mistry Anand

What is an Experimental Ethicist and How Should We Train Them? by Dr. Kit Barton

Sustainability: Corporate Responsibility for the Future Classroom by Jeremy Cripps; Ph.D., FCA, CPA,

Transnational Higher Education and Sexual Harassment Policies: Kuwait by Marcelline Fusilier, Ph.D., and Marcia Denny J.D.,

Effectiveness of Time Management as a Class Room Management Technique: A Descriptive Analysis of Actual Time Use Patterns of Teaching Faculty in Yanbu Industrial College, Kingdom of Saudi Arabia by ABdulmonem Hamdan Alsalabani, Ph.D., and Reji D. Nair, Ph.D.
Pre-Conference - Wednesday, November 21, 2012

20:00 – 22:30 Optional – The President’s and the President Elect’s Networking Dinner
Venue: Hôtel Royal, Rue de Lausanne 41-43, CH-1201 GENEVA

IMPORTANT NOTE: This event is not included in Conference Registration fee and requires advance booking. A separate registration fee of $100 is required.
SCHEDULE

Day 1 - Thursday, November 22, 2012

(All events will take place in the Commons Room, Webster University Campus, Bellevue-Geneva)

08:30 – 09:00 Registration Reception (Coffee & Tea)

09:00 – 10:00 Welcoming Remarks by Deniz Saral, President, ICBSP/ACBSP Region 8; welcoming Remarks by Robert A. Spencer, Director General of Webster University-European Campuses; welcoming remarks by Ronald Daniel, Director of Academic Affairs, Webster University-Geneva; welcoming remarks by Patricia Masidonski, Associate Dean, Walker School of Business and Technology, Webster University, Saint Louis; welcoming remarks by Douglas Viehland, Executive Director, ACBSP; welcoming remarks by Panos Kostakos, Director of European Operations, ACBSP; welcoming remarks by S. Peter Horn, President-ACBSP, Editor-in-Chief & Chairman of the Editorial Board, ISBSP/ACBSP Region 8 Conference Proceedings; welcoming remarks by Bruce Stetar, Immediate Past President ICBSP/ACBSP Region 8 & member of the ACBSP Baccalaureate/Graduate Degree Board of Commissioners.

10:00 – 11:00 Keynote Presentation: The art and science of networks and networking: Is networking different for women? Dr. James Pulcrano, Executive Director, IMD.

11:00 – 11:15 Coffee Break

11:15 – 11:45 Paper 1: Fiscal irresponsibility due to lack of women on board. G. Evans
12:00 – 12:30 Paper 2: CSR – just another word for corporate marketing? J. Asarpota

13:15 – 15:00 Lunch in Webster University Cafeteria
15:00 – 16:00 Parallel ACBSP Presentations:
   - Co-Champion Training - Douglas Viehland
   - Outcomes Assessment – Bruce Stetar

16:15 – 16:45 Webster University Campus Tour

20:00 – 22:30 Dinner at Restaurant La Broche, Rue du Stand 36, CH-1204 GENEVA (www.restaurantlabroche.ch) Dress Code: Smart but casual.
Day 2 - Friday, November 23, 2012

(All events will take place in the Commons Room, Webster University Campus, Bellevue-Geneva)

09:00 – 09:30 Good morning coffee and tea

09:30 – 10:00 Paper 3: Impact of gender on sustainability and corporate responsibility for teaching e-business management in the UAE. Al Miller

10:15 – 10:45 Paper 4: Incorporating corporate social responsibility and sustainability into the hybrid course “Branding in Vienna” through corporate visits. J. Skobeleva

10:45 – 11:00 Coffee Break

11:00 – 11:30 Presentation: A global discovery of learner motivations: Building a foundation for systemic enhancements within the higher education – by Ted Sun, Mysoon Otoum and Bruce Stetar


12:30 – 13:00 Presentation: Academic preparedness with customizable accreditation-related services by Olin O. Oedekoven, PhD, President & CEO, Peregrine Academic Services

13:00 – 15:00 Lunch at Webster University Cafeteria

15:00 – 15:30 Paper 6: Virtual world technology, a constructivist epistemology and corporate social responsibility teaching. N. Maloney


16:30 – 17:30 Parallel ACBSP Presentations:
  - Faculty Qualifications - S. Peter Horn
  - Closing the Loop - Bruce Stetar

Day 3 - Saturday, November 24, 2012

(All events will take place in the Commons Room, Webster University Campus, Bellevue-Geneva)

09:00 – 09:30 Good morning Coffee and Tea

09:30 – 10:00 Paper 8: What is an experimental ethicist and how we should train them
Kit Barton

10:15 – 10:45 Paper 9: Sustainability: Corporate responsibility for the future classroom
Jeremy Cripps

11:00 – 11:30 Coffee Break


12:30 – 13:00 Presentation: Effectiveness of time management as a class-room management technique: A descriptive analysis of actual time use patterns of teaching faculty in Yanbu Industrial College, Kingdom of Saudi Arabia – by A. Al-Zalabani

13:00 – 15:00 Lunch in Webster University Cafeteria

15:00 – 16:00 Parallel ACBSP Presentations:

- The role and importance of ACBSP accreditation for business Schools and programs and how to get the most out of your ACBSP membership. Panos Kostakos
- ACBSP Accreditation Forms and Documentation - Douglas Viehland

16:15 – 17:00 Region 8 – Annual Business Meeting

19:30 – 22:30 GALA DINNER

Vieux Bois, Avenue de la Paix 12, CH-1202 GENEVA
(www.vieux-bois.ch)

- Announcement of the Region 8 – Best Paper Winner
- Announcement of the Region 8 – Best of Region Presentation Winner
- The Region 8 Champion Award
Day 4 - Sunday, November 25, 2012

09:30 – 13:30 Tour of Geneva by bus and on foot.

IMPORTANT NOTE: This event is optional and its cost is NOT included in the Conference Registration Fee. The event requires advance booking. A separate registration fee of $50 is required.
The Art & Science of Networks & Networking

James Pulcrano, DBA
Executive Director, IMD
Ch. de Bellerive 23
P.O. Box 915
CH-1001 Lausanne, Switzerland
Tel: +41 (0)21 618 0111
Fax: +41 (0)21 618 0707

Biography: Jim joined the management team of IMD in March 1993. Today, as Executive Director, Jim reports to IMD’s President and has direct responsibility for IMD’s clients across a large part of the world, and is a member of the Executive MBA teaching team, focused on IMD’s work in entrepreneurship and Silicon Valley. In addition Jim leads IMD’s global alumni network.

In addition to entrepreneurship, his research and teaching has included significant work on networks and networking. He is the former Chairman of UNICON, an association of the world’s top business schools.

The Swiss federal government chose Jim in 2003 to join its strategy committee for the “Swiss Houses” (in the US, S’pore and China) under the Swiss Secretariat for Education & Research (SER). He currently serves on the board of the International Academy of Sports Science & Technology (AISTS).


Keywords: networking, networks, science of networks, networking capabilities, levels of networks, networks as assets, value of networks, strength of network.

The Art & Science of Networks & Networking

Networking – a valuable competence
Network – a valuable asset

Dr. Jim Pulcrano
IMD
pulcrano@imd.ch
October 26th, 2012
Dow Chemical
Today’s agenda

• Value of your network and networking
• Networking and being a woman
• Lessons from my research
• 4 networking capabilities
• 3 levels of networking
To be successful in your job and career, what tools do you have?

Product knowledge, experience & knowhow, training, your company’s brand, your time, your energy, client insights... and your network.

These are the tools of your trade. If any of them are weak, then you are offering an advantage to your competitors and depriving your clients of excellent service.

Would you dare take any of these tools for granted?
Knowledge is Important to our Success & our Jobs

• **Personal limits:** None of us has all the knowledge or information we need;

• **Tacit knowledge** – the deep, contextual knowledge – it is built and carried through relationships.

• **Relationships** allow people to test ideas, implement them and to learn from the experiences and knowledge of others

• **Networks** = Knowledge-Once-Removed
  – The value of our networks = the value of our knowledge?

Borrowed from Martha Maznevski and modified
The Value of the Asset called “my network”

• Who you know, and who they know, is probably as important an asset for your job as the education you received
• The value of your network is based both on the number of people in your network, as well as who they are, and the strength of your relationships
• Trust is important, and can be based on competence, as well as on moral values
  “He knows what he is talking about”
  “She always tells me the truth”
  “If he doesn’t have the answer, he’ll know someone who does”

Network is a noun, an object. Objects can have value. They can also lose and gain value.
Six degrees of separation.  
True?

6 people between you and Barack Obama, or between you, Usain Bolt, Angela Merkel or Richard Branson.

Actually, it’s between 5 & 7 steps.  
A difference of 40%.

If you know well your own objectives, or who you know, or know the right place to start, or know how to motivate those in your network, you can create that 40% advantage.

P.S. According to Facebook, the average distance between any 2 people is 4.74 hops
According to Facebook our connectedness is affected by age & country.

The average distance between any 2 people on all of Facebook is 4.74.

If you're in Italy or Sweden it is 3.89 and in the USA it is 4.32.

Source: Facebook, «Four Degrees of Separation»
And is networking different for women?

Yes
Interpersonal similarity eases communication

& improves predictability

& helps foster relationships of trust and reciprocity.

But what do you do if you have a small set of « similar others »?
The status of one’s contacts is critical

Contact with your organization’s « dominant coalition » increases the perception of your power and value

As there are typically fewer women in a company, women are forced to search wider for « similar others » and may also have to search lower in the hierarchy.
Same/same ties are generally stronger than same/different ties

In work environments, cross-gender ties tend to be weaker than same-sex ties

Weak ties tend to be less enduring than stronger ties, and thus the network requires more effort.
Potential male mentors tend to wait until a woman has proven herself.

Mentors prefer to take on mentees who have valuable networks that they can profit from.

What do we do? Gender quotas for mentors?
And if you, as a woman, are able to connect with the « dominant coalition », are you now safe?

You may be seen as a « token »

Therefore
Not 100% accepted by the men,
And seen as a traitor by the women

Not a full-fledged member of either group!
Today’s agenda

• Value of your network and networking
• Networking and being a woman
• Lessons from my research
• 4 networking capabilities
• 3 levels of networking
My research on entrepreneurial networking = complexity

207 key factors!
Finding #1

A simple recipe for networking success does not exist.
Finding #2

If you have a habit of learning from others your reputation improves, as does your chances of success.
Finding #3
People must get value from a conversation with you.
Finding #4

You have to be comfortable following up contacts.
Finding #5
If competing managers talk about you, your probability of success improves.
Finding #6
You need regular contacts with people outside your team, and should attend events explicitly for networking purposes.
Finding #7

Comfort with networking does not increase the probability of business success.
Finding #8
Confidence improves networking success...

Finding #9
But too much confidence can stop us from networking and learning.
Finding #10

You need your network already in place when you need it!
#1: A simple networking recipe doesn’t exist.

#2: Learn from others and improve your reputation & chances of success.

#3: People must get value from conversations with you.

#4: You have to be comfortable following up contacts.

#5: Get competing managers to talk about you.

#6: You need regular contacts outside your team, and should attend events for networking purposes.

#7: Comfort with networking does not impact success.

#8: Confidence improves networking success.

#9: Overconfidence can hinder networking & learning.

#10: You need your network in place when you need
Today’s agenda

- Value of your network and networking
- Networking and being a woman
- Lessons from my research
- 4 networking capabilities
- 3 levels of networking
Four networking capabilities

i. Seek out the kingpins

ii. Match-make the right people

iii. Enhance access continuously

iv. Interact amiably

Four networking capabilities

Seek out the kingpins in every situation

Kingpin
Respected and trusted within the informal network, with time and opportunity to attend to delicate issues, and an ability to influence things behind the scenes.

Can you spot them?
Probably not based on title. Watch who talks to whom. Notice who seems to be in charge, or who the CEO goes to when there is an issue. Typically they have key information before others. They are a node in their own network, centrally connected to many.

Traits that will help you with this capability
Boldness, assertiveness and confidence. You yourself are a strong node, centrally-networked. You are sensitive to the quality of information and able to interpret events.

Four networking capabilities

**Match-make the right people to get things done**

**Match-make**

Make connections between people. Put together people with complementary skills and needs.

**What will help you with this capability?**


Four networking capabilities

**Enhance access continuously**

Increase the size of your network continuously
Use every occasion to get to know more people.

**Improve your connectedness to others**
Find ways to stay connected to critical contacts.
Maintenance. Nurturing.

**Create the variety of your contacts**
Appreciate the value of diversity in your network.

**Things that may help with this capability**
Extroversion. Having a list of your contacts (and understand who is missing). Do participant research before key events.
Create reasons for reaching out to your contacts regularly.

Four networking capabilities

Interact amiably with others

Always have time for the concern of others
Create a positive atmosphere and be aware of the mood of others and adapt to it = people, news and information will come to you.

Things that may help with this capability
Look beyond the pressure of the task - see the person behind it. Reduce hierarchy and formality where possible.
Have an «open door».
Find non-work interests with people with whom you wish to develop a relationship.
Four networking capabilities

Do not worry if you are not yet competent at all 4 capabilities

Relative distribution of networking capabilities

<table>
<thead>
<tr>
<th>Number of networking capabilities actively used</th>
<th>% of managers using</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 type of networking capability</td>
<td>25%</td>
</tr>
<tr>
<td>2 types of networking capability</td>
<td>10%</td>
</tr>
<tr>
<td>3 types of networking capability</td>
<td>5%</td>
</tr>
<tr>
<td>4 types of networking capability</td>
<td>2%</td>
</tr>
</tbody>
</table>

But review the next slide and make sure you are not part of the 58% that have none of the above.
Four networking capabilities

Networking capabilities and the link to managerial roles

**Kingpin**
- gathering info in uncertain situation
- obtaining multiple interpretations of ambiguous events
- understanding how power is truly distributed
- understanding the desires of pivotal decision-makers

**Match-making**
- seeing the possibilities of mutual interests
- sparking outcomes from people who do not ordinarily interact

**Enhance access**
- connecting with a large and diverse audience
- real «face time» with key people
- modeling trustworthiness and openness to attract contacts and information

**Interact amiably**
- relationship building, raising morale
- being plugged into the informal/gossip network
- understanding personal issues
Today’s agenda

• Value of your network and networking
• Networking and being a woman
• Lessons from my research
• 4 networking capabilities
• 3 levels of networking
If you have a job, you’re probably doing **Operational Networking**.

If you have an interesting life, you’re probably doing **Personal Networking**.

If you want to move ahead, you also must do **Strategic Networking**.

<table>
<thead>
<tr>
<th></th>
<th>OPERATIONAL</th>
<th>PERSONAL</th>
<th>STRATEGIC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>working efficiently</td>
<td>enhancing personal &amp; professional development</td>
<td>Deciding future priorities and getting stakeholder support</td>
</tr>
<tr>
<td><strong>Orientation</strong></td>
<td>internal contacts and current needs</td>
<td>external contacts, current and future interests</td>
<td>Internal and external, but future oriented.</td>
</tr>
<tr>
<td><strong>Contacts</strong></td>
<td>decided by your job. It is obvious who is relevant</td>
<td>discretionary - you choose. Not clear who is relevant.</td>
<td>Contacts decided by strategy of the organization</td>
</tr>
<tr>
<td><strong>Attributes</strong></td>
<td>Depth: need to build strong working relationships</td>
<td>Breadth: reaching out to people different from you.</td>
<td>Leverage: creating Inside-outside links</td>
</tr>
</tbody>
</table>

Adapted from *Harvard Business Review*, January 2007, Herminia Ibarra & Mark Hunter, «How Leaders Create and Use Networks»
The word «work» is part of networking

- **Networking is** part of your day job, even if it isn’t in the spec.
- **Who do I need in my network?**
  - Is there a kingpin who can help with my strategic networking?
  - Who are the match-makers who can help me with personal and strategic networking?
  - Do I do all that I can to attract info so that operationally I am safe?
Do not wait to be asked

- Women have a mindset of «contributing», not mercenary.
- Men are expected to be mercenary.
- Try to be comfortable with this. Be proactive. Build up your capabilities.
- Accept the vulnerability that connecting to others brings.
Be professional

• Treat this like any other aspect of your job.

• If you do contact a senior male, what will you ask him? What will you bring him?

• WII-FM.
Use your assets

• Being amiable is easier for women.
• Men tend to try to solve the problem rather than «lending an ear», listening and perhaps learning more about the person and the organization.
Build your networks

- Operational - Personal - Strategic.
- Your career advice network.
- Your professional network. (functional/industry/company)
- Your «toxic handling» network.

Recognize that life requires multiple good networks
Use & nurture your networks. If you don’t, they lose value.

Thank you.
Olin O. Oedekoven, Ph.D.
President, CEO,
Peregrine Academic Services, LLC
Box 741
801 East 4th Street, Suite #2
Gillette WY 82717
Phone: 307-685-1555
Fax: 307-685-0141
Toll Free: 1-877-260-1555

Keywords: Association of Collegiate Business Schools and Programs, ACBSP. Accreditation, outcomes assessment, measuring student learning, accreditation services, external benchmarking,

Reference: Reference to this paper should be made as follows: Oedekoven, O., (2012) “Academic Preparedness with Customizable Accreditation Related Services”, International Council of Business Schools and Programs Annual Conference Proceedings, Volume 1, Number 4.

Biographical Notes: Dr. Olin O. Oedekoven has over 30 years of leadership and academic experience at all organizational levels. Olin has extensive work experience in both the public and private sectors with a comprehensive background in management, business administration, university education, and organizational leadership.

Olin graduated from South Dakota State University with a B.S. in Wildlife and Fisheries Sciences. He then attended the University of Wyoming where he received a Master's degree in Wildlife Management. Olin continued his formal education with Northcentral University where he received both an MBA and his Doctorate in Business Administration with specializations in Management and Public Administration. Olin also completed a post-doctoral program in human resource management. Olin is a retired brigadier general with the Wyoming Army National Guard.

Dr. Oedekoven has several years of higher learning experience with Northcentral University, Columbia Southern University, the University of Wyoming, and Gillette College. He has successfully chaired over 40 dissertation committees. Dr. Oedekoven has assisted with graduate-level field research in wildlife management as well as in business and public administration.
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- **Confidentiality** — reliable and secure web-based services
- **Continuous improvement** — meet 21st century demands
- **Consistency** — stable and reliable educational web-based platforms
- **Customization** — personalized solutions
- **Competency** — highest level of competency
Academic Preparedness for Our Current Clients

Our Clients: Colleges and Universities with a Business Program located in the US and abroad

Current Number of Clients: 125+
Total Student Population: 500,000+
Total Exams Administered: 45,000+
Online Services Provided

- **Assessment services**: CPC-based COMP exams for following programs
  - Business
  - Accounting/Finance
  - Public Administration
  - Early Childhood Education

- **Academic Leveling Courses with 3 Delivery Options**

- **APA Writing Style** training and testing services along with an iPhone/iPad APA App
Our online testing services are:

• Approved by the ACBSP for Standard #4
  – Measurement and Analysis of Student Learning and Performance

• Accepted by the IACBE for Principle #1
  – Outcomes Assessment
Our Signature Capabilities

• Customized Solutions:

  All services can be customized to align with your specific learning outcomes requirements.

• Accreditation Focus:

  Services were designed around the specific accreditation standards and principles.

• Comprehensive Reporting:

  Detailed reports that address all stakeholder needs; all data are accessible by the client 100%.
• Clarity of Pricing:

No hidden fees or charges associated with customization requirements, reports and services, e.g. setup and Admin access.

• Value Added:

Student surveys are included at no additional cost; detailed data analysis, multiple aggregate pool reporting, quick turnaround, and excellent customer service.
More Opportunities to Customize Exams for Your Academic Programs by Aligning Topic Selection with Program Content & Learning Outcomes

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<th>Associate</th>
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<td>Management</td>
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<tr>
<td>Information Management</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quant./Statistics</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Leadership</td>
<td></td>
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</tr>
<tr>
<td>Business Integration</td>
<td></td>
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<td>X</td>
</tr>
<tr>
<td>Supplemental</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accounting Topics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Topic #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Topic #2</td>
<td></td>
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</tr>
</tbody>
</table>
“We have found Peregrine Academic Services to be responsive, not only in the timeliness of the reporting but in the ability to produce customized reports that allow us to drill down and analyze student learning at various levels, across programs and geographic regions.

When you become a client of Peregrine, you have a thought partner in the assessment arena. Olin and his staff not only provide you with the data, but they also are available to help you make sense of your student learning data.”

Peter J. Holbrook, Ph.D.
Dean
College of Business and Management
Cardinal Stritch University
Because we LISTEN & RESPOND! The following updates, expansions, and improvements to our services were all based on client feedback. THANK YOU for allowing us to travel with you on your accreditation journey.

A Look at Our Growing and Expanding Capabilities to Assist You with a Variety of Accreditation Needs
Expanded Micro-site Capability for Seamless Service Delivery

- Ease of access by your students
- Integration potential with your online learning platform
- Services can be sold directly to the student through your online bookstore
New Admin Site Access for Your Assessment Coordinators, Chairs, and Program Managers

- Dashboard views of current statistics and statuses
- Allows you to run your own reports based on your filtering criteria
- 24/7 access to your results

<table>
<thead>
<tr>
<th>CPC-Based COMP Exams</th>
<th>ACPC-Based COMP Exams</th>
<th>APA Writing Style Services</th>
<th>ECE-Based COMP Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>APA Training Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of Registrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of Completed Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mean scores on Exams</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outbound</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of Exam Registrations</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Number of Completed Exams</td>
<td></td>
</tr>
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<td>Mean scores on Exams</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outbound</td>
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<td></td>
<td></td>
<td>Outbound</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outbound</td>
<td></td>
</tr>
</tbody>
</table>

Welcome to your School Admin Page. The current summaries of student activities are shown below. From this site, you can make registrations, review your school data, and run your own reports.
Expanded Student Surveys for Additional Assessment Capability

- Include a learning outcomes-based Student Survey at the end of an Outbound Exam.
- You can write your own questions to supplement our generic questions.
- No additional charge or fee for the service.

Section I: Survey Responses

<table>
<thead>
<tr>
<th>Question</th>
<th>Average Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>I understood the Learning Objectives of all my courses.</td>
<td>1.8</td>
</tr>
<tr>
<td>I understood the application of the Learning Objectives.</td>
<td>1.7</td>
</tr>
<tr>
<td>Time is devoted to explaining the significance of Learning Objectives.</td>
<td>1.9</td>
</tr>
<tr>
<td>The curriculum is relevant to my academic needs.</td>
<td>1.8</td>
</tr>
<tr>
<td>Out of class activities complement classroom assignments.</td>
<td>1.6</td>
</tr>
<tr>
<td>I can detect similarity in teaching styles with my Professors.</td>
<td>2.2</td>
</tr>
<tr>
<td>I understand how student assessment of Professors impact improvement.</td>
<td>1.8</td>
</tr>
<tr>
<td>I am able to see a seamless coordination between levels of courses.</td>
<td>1.8</td>
</tr>
<tr>
<td>Feedback from faculty assessment is shared with students.</td>
<td>2.1</td>
</tr>
<tr>
<td>I feel that I am being prepared with leading edge methods and technologies.</td>
<td>1.8</td>
</tr>
<tr>
<td>I had the academic competencies to satisfactorily complete the course.</td>
<td>1.8</td>
</tr>
<tr>
<td>The instructor had the competencies to teach the course.</td>
<td>1.7</td>
</tr>
</tbody>
</table>
Updates to Our Comparative Analysis Report

- Tips, Techniques, and Suggestions for Applying the Results for Your Program-level Assessment based on our Experiences with other Client Schools
- Expanded Data Analysis sections

Comparative Analysis Report for:

Peregrine Academic University

Program: Master of Business Administration (MBA)  
January - August 2012
Included Course(s): COURSE-504, COURSE-544, COURSE-584, COURSE-620, COURSE-659  
Sample Size(s): 107 Inbound Exams, 88 Outbound Exams
More Aggregate Pools for External Benchmarking

- Program Modality (on-campus, online, & blended/hybrid)
- Ownership (public schools, private schools, large private schools)
- Affiliations (Faith-based, HBCU)
- Masters program type (MBA, MA, MS)
Aggregate Comparisons for the Frequency of Questions Missed by Topic Section

<table>
<thead>
<tr>
<th>Economies Assessment Summary</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment Summary Statistics</strong></td>
<td><strong>Inbound</strong></td>
<td><strong>Outbound</strong></td>
</tr>
<tr>
<td>Sample Size</td>
<td>148</td>
<td>190</td>
</tr>
<tr>
<td>Average Score</td>
<td>39.32%</td>
<td>47.15%</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>16.36</td>
<td>17.17</td>
</tr>
<tr>
<td>Min Score</td>
<td>10%</td>
<td>0%</td>
</tr>
<tr>
<td>Max Score</td>
<td>80%</td>
<td>100%</td>
</tr>
<tr>
<td>Median Score</td>
<td>40%</td>
<td>50%</td>
</tr>
<tr>
<td>Mode</td>
<td>30%</td>
<td>50%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Frequency of Questions Offered on Outbound Exams</th>
<th><strong>Results For This Report</strong></th>
<th><strong>Aggregate Pool Averages</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Microeconomics</td>
<td>Number of Questions Offered</td>
<td>Frequency Missed</td>
</tr>
<tr>
<td>Macroeconomics: Consumer Spending and Consumer Price Index</td>
<td>35</td>
<td>48.28%</td>
</tr>
<tr>
<td>Macroeconomics: Economics Trends and Forecasting</td>
<td>178</td>
<td>63.48%</td>
</tr>
<tr>
<td>Macroeconomics: Employment and Labor Supply</td>
<td>58</td>
<td>60.55%</td>
</tr>
<tr>
<td>Macroeconomics: Gross Domestic Product: Calculation, Use, Analysis</td>
<td>157</td>
<td>49.88%</td>
</tr>
<tr>
<td>Macroeconomics: Inflation and Recession</td>
<td>99</td>
<td>46.40%</td>
</tr>
<tr>
<td>Macroeconomics: Interest Rates, Investment, and Fiscal Policy</td>
<td>89</td>
<td>51.69%</td>
</tr>
<tr>
<td>Macroeconomics: International Trade</td>
<td>81</td>
<td>41.94%</td>
</tr>
<tr>
<td>Microeconomics: Microeconomic Trends and Analysis</td>
<td>500</td>
<td>34.55%</td>
</tr>
<tr>
<td>Microeconomics: Price, Cost, and Profit</td>
<td>137</td>
<td>47.65%</td>
</tr>
<tr>
<td>Microeconomics: Spending and Saving</td>
<td>76</td>
<td>48.48%</td>
</tr>
<tr>
<td>Microeconomics: Supply and Demand</td>
<td>137</td>
<td>54.74%</td>
</tr>
</tbody>
</table>

✓ Subject-level analysis of Outbound Exam results now shows both the results for the current report AND the aggregate pool averages for comparative analysis and benchmarking.
Longitudinal Analysis Report

✓ See side-by-side comparisons between different student groups over time.
✓ Fulfills your multiple data point requirements associated with accreditation.
Pairwise Reporting from Inbound/Outbound Assessments

✓ Clearly see how the retained knowledge levels of individual students changed as a result of their higher learning experience.
Expanded Accounting/Finance Program Assessments

- Base topic list of the 13 ACPC topics
- 47 Supplemental topics that can be used to build a customized program assessment
- ACPC External Benchmarking

### Supplemental Accounting/Finance Program Topics

1. Accounting and the Business Environment
2. Activity-Based Costing and Other Cost Management Tools
3. Capital Budgeting Cash Flows
4. Capital Budgeting Techniques
5. Capital Investment Decisions and the Time Value of Money
7. Completing the Accounting Cycle
8. Effects on Retained Earnings
9. Paid-In Capital and the Balance Sheet
10. Cost Accounting
11. Cost-Volume-Profit Analysis
12. Current Liabilities and Payroll
13. Current Liabilities Management
14. Financial Market Environment
15. Financial Statement Analysis
16. Financial Statements and Ratio Analysis
17. Flexible Budgets and Standard Costs
18. Governmental and Nonprofit Accounting
19. Hybrid and Derivative Securities
20. Interest Rates and Bond Valuation
21. Internal Control and Cash
22. International Managerial Finance
23. Job Order and Process Costing
24. Leverage and Capital Structure
25. Long-Term Liabilities, Bonds Payable
26. Merchandising Inventory
27. Merchandising Operations
28. Mergers, LBOs, Diversifications
29. Overview of Management Accounting
30. Payout Policy
31. Performance Evaluation and the Balanced Scorecard
32. Plant Assets and Intangibles
33. Receivables
34. Recording Business Transactions
35. Risk and Finalements
36. Risk and Return
37. Roles of Managerial Finance
38. Short-Term Business Decisions
39. Stock Valuation
40. Taxation: Corporations
41. Taxation: Individuals
42. The Adjusting Process
43. The Cost of Capital
44. The Master Budget and Responsibility Accounting
45. The Statement of Cash Flows
46. Time Value of Money
47. Working Capital and Current Assets Management
More Options for Academic Leveling Courses

✓ Option #1: Course taught in the classroom

✓ Option #2: Prerequisite course with e-books completed before the student starts the program

✓ Option #3: Entirely online with pre-tests, post-tests, and instructional content designed to review the foundational aspects of each of the 15 topics. Use as an ALC or for student remediation for problem areas.
Basic Academic Leveling Course Modules – CPC-Based Modules (Option #3)

1. Marketing
2. Operations/Production Management
3. Human Resource Management
4. Organizational Behavior
5. Business Ethics
6. Global Dimensions of Business
7. Business Finance
8. Accounting
9. Macroeconomics
10. Microeconomics
11. Legal Environment of Business
12. Information Management Systems
14. Leadership
15. Strategic Management/Business Integration

Each is a standalone educational course with a pre-test, post-test, and online instructional content. No e-books involved. All materials are online.

Cost is $35/module with package pricing options.
ALC Option #3 Online Interactive Modules

- 20-question pre-test
- 3-5 Interactive, learning sections each with review questions
- 20-question post-test that can be taken twice in order to verify learning
Academic Leveling Course Summary Report

- Summarizes class/group results (average pre-test scores, average post-test scores, and mean completion times)
- Summarizes individual student results (pre-test score, post-test score, time spent on the module)
Several Unique ALC Options & Applications

Undergrad Transfer Students take an initial assessment exam (inbound exam). If they score below set thresholds in topics, directed to complete one or more ALC Option #3 topical modules.

Prospective MBA students take the inbound masters exam in lieu of GMAT. Students who score below a set threshold are then directed to complete the ALC Option #3 modules.

✓ Personalized higher education: Decreases the number of prerequisites to one course and improves coverage of the CPCs for your accreditation requirements.
APA Writing Style Development Summary Report

- Summarizes class/group results (average scores for each section and mean completion times)
- Summarizes individual student results (total score and scores for each section)
APA Reference Guide App

- Available for iOS
- Quick Reference Guide
- Ask about how to receive a free download of this app!
Are You Ready for the Next Steps for Your Academic Preparedness?

1. **Provide us with your contact information.**
2. **We will send you instructions so that you and your faculty team can DEMO any of the services using our online DEMO site.**
3. **Complete a short service enrollment form that identifies how you want to customize the exam(s).**
4. **Discuss with us integration ideas and suggestions for seamless delivery of the services to your students.**
Your Valued Partner for Academic Preparedness

Peregrine Academic Services
Box 741
1001 S. Douglas Hwy, Suite #160
Gillette WY 82717
Phone: (307) 685-1555
Fax: (307) 685-0141
Toll Free: 1-877-260-1555
Info@PeregrineAcademics.com
Integration Information Requirements

In order to integrate the service into your programs, we need to know:

1. What service(s) are required
2. What, if any, customization you require (e.g. topic selection for a program assessment exam)
3. The course names and numbers where you will insert the service (you do not have to insert in courses, but it does help from an accountability/tracking perspective)
4. What, if any, student segregation you want (e.g. distinguish between campus locations, online vs. on-campus groups, by specialization, etc.)
5. Any content customization you want for the micro-site
6. Timing and frequency of reports and receiving the raw data
7. How payment will be made (e.g., by invoice or with student purchases, or a combination of both)
Process Overview and the Student Experience

Once we have your integration data (see previous slide), we then create a Frequently Asked Questions (FAQ) Guide and a micro-site for your institution whereby students self-register for their exam key(s) and subsequently use the service.

The following slides show what this looks like.
You distribute the FAQ Guide to your faculty and students. This Guide has the self-registration directions for your micro-site along with answers to the most frequently asked questions. We will send you a generic guide that you can edit.
The Micro-site Access

From our website (www.PeregrineAcademics.com) click on the tab entitled For Our Clients, Students, & Learners.
Client colleges and universities are listed alphabetically.
A Micro-site Login Page

From this page, students login to self-register for the service. There are also help items to complete an exam, retrieve a lost exam key, or to print a completion certificate.
A Micro-site Login Page for ALC Options #1 & #2

If you plan to use ALC Options 1 or 2, we'll add the links to purchase the e-books from Cengage on the micro-site page along with a course overview document for the students.
Students Select the Exam or Service Based on the Course Association

You can have multiple exams to address assessment requirements for more than one program.
Students Complete the Self-Registration

Here is where we can record student groups, e.g. by program, by cohort, by specialization/major/concentration, campus location, etc. using pull-down menus (up to 5).

We use pull-down menus to segregate the student groups. Subsequent data reporting can be by group or in a roll-up report.
Student Is Ready to Take the Exam/Course

Thank you Olin Oadekoven, your registration is complete.

Your exam key(s) have been sent to xyz@vcn.com addressed from receipt@peregrineacademics.com. Please allow a few minutes for this email to arrive. Please also check your SPAM or JUNKMAIL inbox to ensure our email(s) have not been delivered there.

You can now proceed directly with the exam by clicking the hyperlinked Course/Exam name shown below.

<table>
<thead>
<tr>
<th>Exam Key</th>
<th>Course/Exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>CU-3593794</td>
<td>CMB504 Masters Comprehensive CPC Exam</td>
</tr>
</tbody>
</table>

If you have any questions regarding your registration, please contact us at Support@PeregrineAcademics.com.

The student can click the hyperlinked exam key and start immediately. The student also receives an e-mail with the exam key(s) if the exam is to be taken later or to go back to the service.
We can invoice the college or university for services completed; however, you can also require student direct purchase. This approach is more common for the APA writing style service and for the Academic Leveling Course exams.
Grading

In order to get students to do their best, our services should be graded or otherwise incentivized. Extra credit works well for most situations. The service could be an assignment within a course in order to get the best performance out of the students.

COMP Exam Grading:
– Inbound exams should be graded for completion only; max credit just for taking the exam.
– Outbound exams should be incentivized to encourage the student’s best effort; however, the grade should be on a scale.

ALC Test Grading
– The pre-test is generally not graded
– The post-test is generally graded on a traditional 100pt scale

APA Service Grading
– The training course should be graded for completion
– The 50-question competency exam should be graded on a traditional 100pt grading scale
We see the best results when the outbound exam is included as part of the course grade; however, extra credit can also work to incentivize the COMP Exam. For example:

Completing the inbound exam is worth 5 extra credit points.

Completing the outbound exam is worth 5 extra credit points and then if you score above 50%, it’s worth 6 pts; if you score above 55%, it’s worth 7 pts; if you score above 60%, it’s worth 8 pts; if you score above 70%, it’s worth 9 points; if you score above 75%, it’s worth 10 points.

Scores are relative and must be graded on a curve based on national averages.
Reporting and Data Analysis

At the end of the month (or as required), we will send you an invoice for the services used during the previous month (unless the students are purchasing the service).

We will also send you the raw data in Excel format.

Periodically (e.g. quarterly, at the end of a semester, at the end of an exam period, annually, etc.), we will send you the analysis reports for the comprehensive exam services.
Tips and Techniques from our Lessons Learned Files

You do not have to insert the service into established courses; however, if you do, then your course professors can hold the students accountable to complete the exam or service. If left to be voluntary for the students, the exam or course may not be completed.
Tips and Techniques from our Lessons Learned Files

To keep the service cost-neutral for your college or university, consider a course fee or assessment fee so that any costs to the students are reimbursable through tuition assistance.
Frequently Asked Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are other fees involved in addition to the exam fees listed in your brochure?</td>
<td>No, our exam fees are inclusive. The only exception is if you require extensive customization for limited annual requirement of exams or if you require unique language versions for small number of tests.</td>
</tr>
<tr>
<td>Can you translate into other languages besides the ones listed in your brochure?</td>
<td>Yes, but it depends on the number of tests per year. With a requirement of 500+ tests per year, we can translate the test banks for you. For lesser quantities, we will need to work with you relative to the translation requirements.</td>
</tr>
<tr>
<td>Do your results show more than just the topic score?</td>
<td>Yes, our results include the total score, the topic score, and a frequency of missed questions by subject within a CPC topic</td>
</tr>
<tr>
<td>Can we see a written copy of the test?</td>
<td>You can review example exams, but because the material is proprietary, we cannot send you the test bank questions in a printable format.</td>
</tr>
</tbody>
</table>
## Frequently Asked Questions

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the inbound exam the same as the outbound exam?</td>
<td>The exact exam is different, but the test questions are all drawn from the same test bank of questions. Every exam is unique, but the results can be statistically compared for both internal and external benchmarking.</td>
</tr>
<tr>
<td>Can I see the list of schools you will use for my external benchmarking?</td>
<td>We will share with you the list of schools included within each aggregate pool. We do not compare you one-on-one with another school in order to maintain confidentiality and privacy.</td>
</tr>
</tbody>
</table>
| How do you compare with Major Field Test (MFT) offered by ETS?          | 1. We give you your results quicker, within a day or two of the testing period (immediately if you want Admin access)  
2. You will receive all the results, not just cumulative results.  
3. Students can take our tests remotely and online without the need for a test proctor.  
4. If you factor in the reporting costs ETS charges, we are less expensive than MFT – no extra fees for our additional reports.  
5. We can provide you with more detailed and usable results.  
6. We can compare your results with more demographically similar schools and programs.  
7. You can use the results for individual student benchmarking.  
8. You can use the results for internal program-level benchmarking. |
<p>| Do you offer pricing discounts?                                          | Yes, please refer to our pricing table in our brochure. We offer discounts based on annual expected quantities of exams.                                                                                                                                                                                                                  |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are your exams difficult for the students?</td>
<td>Difficult is a relative term. With an inbound/outbound assessment program, the scores are relative to each other, not to 100%. The goal is not for students to get an “A” on the test, but rather the goal is to measure the change in business knowledge from the time a student enters your program to the time they graduate from your program. Your external benchmarking is also relative in terms of the score. CPC-based COMP exams are different than course quizzes and tests.</td>
</tr>
<tr>
<td>How will I know if the test questions are relative and applicable to my program?</td>
<td>The test questions represent the foundational knowledge levels for each CPC topic. The test questions were drawn from the introductory chapters and foundational chapters from the leading textbooks used within the higher education industry. Although individual questions may or may not be precisely covered in your curriculum, the topics and subjects included within the exam are most likely covered in your business program.</td>
</tr>
<tr>
<td>How often do you update or change your test bank?</td>
<td>We regularly review the test bank to see evaluate if specific test questions are missed at a higher than normal rate, which would indicate a problem with the question. Otherwise, we do not change the test bank and risk invalidating future comparative analyses.</td>
</tr>
</tbody>
</table>
### Are All CPC COMP Exams the Same? *Consider….*

<table>
<thead>
<tr>
<th>Section Criteria</th>
<th>Peregrine Academic Services CPC COMP Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the exam unique based on the academic degree level?</td>
<td>Yes… we have different exam versions based on the associates, bachelors, masters, and doctoral academic degree levels.</td>
</tr>
<tr>
<td>Does the exam cover all required CPC topics?</td>
<td>Yes… our exams include all CPC topical areas as defined by the business degree accreditation authorities.</td>
</tr>
<tr>
<td>How long will it take you to obtain the results?</td>
<td>Immediately… at the end of the test, both the student and the school are provided the results. You can run your own reports and/or download the results for further analyses. You can generate reports based on the demographic criteria you select for the report.</td>
</tr>
<tr>
<td>Will the results show both a total score as well as a CPC topic score?</td>
<td>Yes… exam results include both a total score for the test (%) as well as individual scores per CPC topic.</td>
</tr>
<tr>
<td>Can you use the results for program-level benchmarking?</td>
<td>Yes… by comparing the cumulative “inbound” scores with the cumulative “outbound” scores, you have a direct measure of your program.</td>
</tr>
<tr>
<td>Can you use the results for individual student-level benchmarking?</td>
<td>Yes… student scores from the “inbound” test can be used to define future curriculum requirements and with the “outbound” exam, individual assessment.</td>
</tr>
<tr>
<td>Can you customize exams to meet your specific needs and academic curriculum?</td>
<td>Yes… our CPC COMP exams can be customized to meet your specific academic requirements. You determine which CPC topics to measure.</td>
</tr>
<tr>
<td>Is the exam content consistent with the accreditation requirements?</td>
<td>Yes… content of our CPC COMP exams was determined based on the specific CPC topic description by the accreditation authorities, both ACBSP and IACBE.</td>
</tr>
<tr>
<td>Are you comparing your results to the standards of the industry?</td>
<td>Yes… your external benchmark is yourself against the standards of the industry as well as with demographically similar schools and programs.</td>
</tr>
</tbody>
</table>
Pricing Guide
# CPC & ACPC-Based COMP Exam

All prices listed are inclusive of the costs associated with the service. There are no extra charges for reports and customization.

<table>
<thead>
<tr>
<th>Exams/Year</th>
<th>Discount</th>
<th>Price Per Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>BA/BS/Grad</td>
</tr>
<tr>
<td>1 – 50</td>
<td>Full Price</td>
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<tr>
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<td>$36</td>
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<tr>
<td>251 - 500</td>
<td>15%</td>
<td>$34</td>
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<tr>
<td>&gt; 501</td>
<td>20%</td>
<td>$32</td>
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</table>
APA Writing Style Services

All prices listed are inclusive of the costs associated with the service. There are no extra charges for reports and customization.

<table>
<thead>
<tr>
<th>Units/Year</th>
<th>Discount</th>
<th>Course</th>
<th>Exam</th>
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<tr>
<td>&gt; 501</td>
<td>20%</td>
<td>$28.00</td>
<td>$8.00</td>
</tr>
</tbody>
</table>
Academic Leveling Courses

- **OPTION #1: Specified Course within Your Program.** $60 for the online section pre-test (3) and post-tests (3); $170-190 for the custom-published e-books from Cengage Publishing; and any University fees/charges for the course itself also apply.

- **OPTION #2: Independent Study Course.** $120 for the online topic pre-tests (12) and post-tests (12); $170-190 for the custom-published e-books from Cengage Publishing.

- **OPTION #3: Online Learning Modules that can be customized to create specific ALC courses.** $35 for each module includes the pre-test, 4-6 online learning sections, and the module post-test. For 10 or more modules, fixed price of $350.
The Complete Package for Incoming Graduate Students

A Graduate Package Includes:

✓ Inbound Exam
✓ 10-15 ALC Modules
✓ APA Writing Style Services
✓ Outbound Exam

$395/student: Cost-neutral if you have the students purchase the services directly from us or if included in your course/materials fee
The Complete Package for Transfer Undergrad Students

An Undergrad Transfer Package Includes:

✓ Inbound Exam
✓ 8-12 ALC Modules
✓ Outbound Exam

$295/student: Cost-neutral if you have the students purchase the services directly from us or if included in your course/materials fee
Client References and Testimonials
“We have found Peregrine Academic Services to be responsive, not only in the timeliness of the reporting but in the ability to produce customized reports that allow us to drill down and analyze student learning at various levels, across programs and geographic regions.

When you become a client of Peregrine, you have a thought partner in the assessment arena. Olin and his staff not only provide you with the data, but they also are available to help you make sense of your student learning data.”

Peter J. Holbrook, Ph.D.
Dean
College of Business and Management
Cardinal Stritch University
“Having used the Major Field Test for 8 years, we are committed to external assessment. What Peregrine Academics has done is extend the reach of external assessment so that we can now capture data from 100% of our student population. They also provide a range of relevant solutions that help us ensure the quality of our academic programs. Peregrine obviously has listened to the evolving needs of business schools globally.”

William S. Lightfoot, Ph D
Dean
College of Business & Mass Communication

Brenau University
1878
“Previously, we had used the ETS Major Field Exam in Business and the ETS MBA Exam. The results in terms of details we receive from Peregrine Academic Services are far superior.”

Dr. Les Crall
Associate Dean, School of Business & Technology
Southwestern Oklahoma State University
“We administer the CPC exam to our students in business capstone courses. We find the results important for our students and for our University to assure our student they are receiving a high quality business education and to provide our faculty well documented direct assessment of student retained learning. The CPC testing process is helping us close the quality loop.”

Michael Reilly, Ph.D.
Executive Dean
College of Business & Professional Studies
“We appreciate the flexibility of these exams by your allowing us to develop a specialized section, entrepreneurship, to be incorporated into the exam.”

Timothy A. O. Redmer, Ph. D.
Professor of Accounting
School of Global Leadership & Entrepreneurship
“Spring testing went well. Your people were outstanding dealing with any student problems, and the reports were perfect for evaluating the effectiveness of our programs.”

Roger Roy, Ph.D.
Dean
College of Business
“Truthfully, Peregrine Academic Services gives us perspective and widens our internal lens, particularly among those who think that things are okay. Peregrine is the enterprise that's helping us to refine our learning outcomes across the curriculum in the School of Business as we prepare for reaccreditation. I must say that this has been a very good measure for us and provides the much needed impetus to re-engage faculty.”

John L. Graham, Ph.D.
Dean
School of Business
“We at the Heuther School of Business, College of Saint Rose have been looking for some time for a way to measure student progress and performance utilizing an outcome based rubric. We have used other firms in the past, but were not happy with their approach or service. All that has changed since we have been working with Peregrine Academic Services! Their testing instruments are excellent and easy to administer. Outcomes assessment is immediate and can easily be adapted to our particular programs. Most important, the staff at Peregrine are readily available and happy to help with questions or concerns. Peregrine is an excellent partner for us.”

Charles Finn Ph.D. MA
Management Professor
Heuther School of Business
The College of Saint Rose
“We use the external assessment as one critical component in our overall annual assessment process. It helps us compare our results internally (between cohorts) as well as to peer institutions nationally. We use the data accumulated over a period of time to focus on opportunities for improvement, and share that with faculty, staff, and our executive team periodically to (a) keep them informed; (b) secure commitment to our continuous improvement initiatives.”

William S. Lightfoot, Ph D
Dean
College of Business & Mass Communication
“Peregrine Academic Services has been a pleasure to work with. The effectiveness of their application and value of their assessment reports are only surpassed by the quality and friendliness of their customer service, and responsiveness of their management team.”

Alain Gracianette
Chair
Marylhurst MBA Department
Marylhurst University
“The CPC exams furnished by Peregrine were exactly what we were looking for in terms of a comprehensive exam that would enable us to measure student outcomes at both the undergraduate and graduate level. We believe that these tools and the results greatly assist us in the process of accreditation. Peregrine has provided us with prompt and comprehensive service; it’s a pleasure to work with them and it makes doing our job of delivering education that much easier.”

David Russell, Ph.D.
Assessment and Accreditation Coordinator
Paris School of Business
“Peregrine Academic Services and their products provide our College with the assessment tools, data collection, and analysis that allows us to effectively demonstrate student learning outcomes and CPC competencies. Specifically, the ability to compare our student learning outcomes with other ACBSP institutions is invaluable. We now have a reliable, valid, and external measurement of student learning for ACBSP and HLC/NCA accreditation.

After a year of using the CPC testing we have the data necessary to document student learning outcomes, with the ability to identify areas of strengths and opportunities for improvement. In January, we were able to for the first time publicly share student learning outcomes on our website. More importantly, we were able to show the quality of our students and their learning outcomes.”

Peter J. Holbrook, Ph.D.
Dean
College of Business and Management
Cardinal Stritch University
“TWU's MBA program requirements are changing such that new student intakes will require either an undergraduate business degree or the successful completion of an appropriate business education leveling course that addresses business learning components as determined in courses that meet the CPC guidelines. For the SOM, we have determined that Peregrine Academic Services' offerings ideally meet the leveling business education requirements now established by the SOM for upcoming MBA intakes.”

Dr. John H. Nugent
Associate Professor
School of Management
“Three things stand out to me with regard to what you offer:
1. **Portfolio of academic solutions that help us identify challenges, and provide solutions.**
2. **Accessibility of assessment** – ALL of our students – regardless of location can now be included in our end of program external assessment process.
3. **Quality of information** – the information is easily understood, includes additional information (such as completion time), and is available in multiple languages.”

William S. Lightfoot, Ph D
Dean
College of Business & Mass Communication
“Marylhurst’s MBA Department beta-tested Peregrine’s APA tutorial and assessment online program. We are pleased to report that test results do support expanded and continued use of the methodology.”

Alain Gracianette
Chair
Marylhurst MBA Department
Marylhurst University
“Everything about your service was impeccable...especially the quick turnaround time with regard to results, as well as the administrative support we received to help us through the initial process....”

David Russell, Ph.D.
Assessment and Accreditation Coordinator
Paris School of Business
“I want you to know that we have been very impressed with your services and response to issues and that we are very happy with our decision to use the Peregrine services.”

Michael E. Dillon, Jr., PhD
Director, MBA Programs and Department Chair
Lincoln Memorial University
“Miranda Irby is Peregrine to me. She is thoughtful, responsive and timely.

- **On-Line Tools:** The CCC web site [for registration and exam completion] is easy to use. I have been so impressed with Miranda showing the initiative in suggesting changes we should make to enhance the web site.
- **College Support:** She reviewed the instructor guide for completeness and accuracy which I provide to full-time and adjunct faculty who must proctor the exam. I am certain this is not part of her job description! She does the ordinary things extraordinarily well.
- **Exam Administration:** She makes herself available on the dates of exam administration to help faculty or students with any technical issues.
- **Results:** We received the exam results in a very timely fashion.”

Mary Jean Thornton
Professor, Management Degree Program
Capital Community College
“We have many good things to say about the comprehensive exam. Your customer service is excellent. The department faculty use the results to help identify weak areas in our curriculum. The exams are fair and rigorous and we find it an excellent way for business faculty to gauge specific outcomes related to the areas they teach. We receive monthly reports in a timely fashion and whenever I have contacted the office your staff is professional, helpful, courteous, and informative. The department is ever so happy with your program. It has saved us many hours of the development, administration, and correction of this type of an exam.”

Joe Adamo, Ph.D.
Professor, Business & Management
Cazenovia College
“In addition to the ability to demonstrate student learning with reliable evidence, we are using the CPC testing results to strengthen the curriculum and identify key assessments that allow our students to have greater competency in key CPC topic areas.”

Peter J. Holbrook, Ph.D.
Dean
College of Business and Management
Cardinal Stritch University
“Peregrine Academic Services has been outstanding to work with! We use their CPC-Based testing services for our inbound as well as our outbound test in our MBA and MS Management programs. They have tailored an exam that fits the CPC for each degree. This has helped our assessment program tremendously, giving us a direct measure that learning is indeed occurring in our programs. We also use the CPC-Based outbound exam for our BBA degrees and plan to use them for an inbound BBA exam as well.

Previously, we had used the ETS Major Field Exam in Business and the ETS MBA Exam. The results in terms of details we receive from Peregrine Academic Services are far superior.”

Dr. Les Crall
Associate Dean, School of Business & Technology
Southwestern Oklahoma State University
“In fall 2011, Northwood University piloted the Peregrine Assessments for both BBA and MBA graduates and based on the pilot, implemented this across our system in 2012. The primary reason we chose this assessment was because it could be implemented online, in the eight states we operate, and internationally.

We found no other assessment that could meet our needs at this level. The web-based assessment allowed us to incorporate the exam into our capstone class without using valuable classroom time. The results were quickly available and we were able to segment students by major, location, and other key data points. Using these data, we quickly saw where our strengths were and areas where we could improve.”

Rhonda C. Anderson
Associate Dean, Adult Degree Program
Northwood University
“We use the data from the Peregrine assessment to close the loop in the assessment process. The assessment provided use with data to support making changes, since the numbers indicate areas that we need to concentrate our efforts. Without the data, we would be flying blindly in attempts to improve our educational processes.”

Dr. John Kachurick
Associate Professor
Misericordia University
“What is most important for the Mongolian universities is that taking part in this assessment test opens up an opportunity for them to learn about how the quality of their programs compare not only to each other but also to the rest of the world. This assessment program is conducted on a highly professional level and in a timely manner. We also liked the content and the coverage of topics very much. In the future we plan to make the participation of our students in this assessment program an annual tradition.”

Dr. Gerelmaa
Vice President of Academic Affairs
Institute of Finance and Economics, Ulaanbaatar
Mongolia
“Nos alegra contar con el apoyo de una empresa sólida y de trayectoria como Peregrine Academic Services. Su servicio es excepcional y la disponibilidad de sus productos en español representa un valor añadido importante para nosotros. Sus informes son fáciles de interpretar y ofrecen un vehículo ágil para evaluar la efectividad de nuestros programas académicos.”

We are glad to work with a company with a solid track record such as Peregrine Academic Services. They offer superb service, with the added value of having their products available in Spanish. Their reports are easy to interpret and provide valuable insight for assessing the effectiveness of our academic programs.”

Sr. Edwin A, Ortiz Mundo, MBA
Director Administrativo
Universidad Metropolitana
“We are provided with an opportunity to receive an independent, third party assessment of our business programs through the Peregrine Academic Services direct assessment of student learning outcomes of students enrolled in our business programs. This has provided us with an ready opportunity to see if we are working towards the continuous improvement of our educational services. Peregrine Academic Services is a great partner.”

MUNKHBAYAR Vanjil
Head of Business Administration
Department
Ulaanbaatar Mongolia
Customer Support & Technical Services

Thank you so much Olin. I will need all the luck I can get... Thank you for taking your Sunday afternoon to help me with this.
Jana (Ashford University Student)

I must let you know that Miranda is an exception person. My business relationship with her was an excellent experience and I look forward to continuing that relationship. She is a great representative of your organization.
John (Misericordia University Professor)

Thanks for getting back with me so quickly. I completed the exam, thus no need for further assistance. Thanks again!
Gao Nou (Cardinal Stritch University Student)

Thanks for the quick response.
Megan (Marylhurst University Official)

This is perfect, thank you. Have a great weekend.
Maureen (Northwest Nazarene University Student)

Wow that was fast! You guys are awesome. Thank you so much and have a nice day as well.
Ashley (Ashford University Academic Advisor)
Your Valued Partner for Academic Preparedness

Peregrine Academic Services
Box 741
1001 S. Douglas Hwy, Suite #160
Gillette WY 82717
Phone: (307) 685-1555
Fax: (307) 685-0141
Toll Free: 1-877-260-1555
Info@PeregrineAcademics.com
Douglas Viehland, CAE
Executive Director
Accreditation Council for Business Schools and Programs (ACBSP)
11520 West 119th Street
Overland Park, KS 66213 USA
office: 913.339.9356
fax: 913.339.6226

Keywords: ACBSP, Accreditation Council for Business Schools and Programs, Member Services, Accreditation Services, Associate Degree Board of Commissioners, Baccalaureate and Graduate Degree Board of Commissioners, Board of Directors, Regional Officers, European Accreditation

Reference: Reference to this paper should be made as follows: Viehland, D., (2012) “ACBSP Update Delivered to Region 8 Members”, International Council of Business Schools and Programs Annual Conference Proceedings, ISSN 1948-920X, Volume 1, Number 4.

Mr. Douglas Viehland has served as Executive Director of the Accreditation Council for Business Schools and Programs since April 2003. Previously, Doug served as the President of the American Hotel & Lodging Foundation. Prior to that, he served as Executive Vice President of the Hotel & Motel Association of Greater Kansas City. He is the past president of the Kansas City Society of Association Executives. He has a Masters Degree in Higher Education Administration and has conducted government relations on behalf of higher education issues. In addition, he has a career of working with colleges and universities. In each executive position in his career, Doug created programs designed to increase membership and participation by colleges in the trade association and the association-related foundation. Since joining ACBSP membership has grown from 380 campuses to over 840 campuses. Services have expanded to include individual membership for faculty at ACBSP campuses, a student leadership award, a re-branding initiative, programs to market the value of accreditation, and a new global outreach program. He is a Certified Association Executive (CAE), a designation issued by the American Society of Association Executives
UPDATE from ACBSP Headquarters

International Council of Business Schools and Programs (Region 8)

November 22-24, 2012
Geneva, Switzerland
UPDATE from ACBSP Headquarters

Member Services and Support Staff

Douglas Viehland, Executive Director
Mary Riley, Assistant Director for Administration
Melinda Dorning, Communications Coordinator
Sherry Williams, Manager of First Impressions
Giles Rafol, Member Services Manager
Sarah Schwartz, Conference/Meetings Manager
Eliza Guyol-Meinrath, Member Services Manager
Panos Kostakos, Director of European Operations
UPDATE from ACBSP Headquarters

Accreditation Services Staff

Steve Parscale, Director of Accreditation
Diana Hallerud, Assistant Director of Accreditation
Maria Hallerud, Accreditation Manager
Andrea Ernst, Administrative Assistant
Ron DeYoung, Executive Liaison to Baccalaureate/Graduate Degree Board
Larry Zachrich, Executive Liaison to Associate Degree Board
UPDATE from ACBSP Headquarters

Introducing Panos Kostakos

Panos Kostakos, Ph.D.
Director of European Operations
Accreditation Council for Business Schools and Programs
Rue Abbé Cuypers, 3
1040 Brussels, Belgium
Tel: +32 2 741 24 26  Fax: +32 2 741 24 12
Email: pkostakos@acbsp.org
UPDATE from ACBSP Headquarters

Officers and Leaders—Board of Directors
Peter Horn, President
Charles Beem, President-elect

Vasilis Botopoulos, At-Large Director, Baccalaureate/Graduate Degree Schools
UPDATE from ACBSP Headquarters

Officers and Leaders—Associate Degree Board of Commissioners

Betsy Davis, Chair
Andy Saucedo, Chair-elect
UPDATE from ACBSP Headquarters

Officers and Leaders—Baccalaureate/Graduate Degree Board of Commissioners

Anthony Negbenebor, Chair
Karen Shumway, Chair-elect
Bruce Stetar, Commissioner
UPDATE from ACBSP Headquarters

Number of Campuses in Membership

1,136 Member campuses
778 Baccalaureate/Graduate Degree
186 Associate Degree
170 Baccalaureate/Graduate and Associate

573 Accredited
486 Candidates for Accreditation
76 Not Currently Seeking Accreditation

167 Outside the United States
52 Different Countries
9,800+ individuals
UPDATE from ACBSP Headquarters

June Conference--Baltimore, Maryland

- 826 educators; 944 persons overall
- 50 schools honored with accreditation
- Focus Track: Empowering Women
- International Best of Regions Exellence Award
- ACBSP-TV
- Tall Ships and Blue Angels
Update from ACBSP Headquarters

Teaching Excellence Award
2013 Annual Conference
June 21-24, 2013 in Salt Lake City

Sustainability and Corporate Responsibility in the Classroom

- Call for Presentations Now Available
- Two-day Accreditation Conference
- Evaluator and Mentor Training
- Focus Track: Business Advisory Councils
- Begin Celebration of 25th Anniversary
- Pre-Conference: Family History Search and Assessment Process.
Leadership Institute  
June 20-21, 2013, Salt Lake City

- NEW educational offered in 2012 and continued in 2013.
- Designed for head of the business unit.
- Two-day format similar to seminar series with identical pricing.
- Separate registration is required.
- Content in 2013 will be on strategic planning drawing on best from seminar series.
- Focus on management of process by the head of the business unit.
UPDATE from ACBSP Headquarters

A New Website
Valued Partners for ACBSP and the Regions

Corporate Members Now Valued Partners

- Peregrine Academic Services
- Cengage Learning
- Enactus (formerly SIFE)
- Global Management Challenge USA
Report from the Honor Societies

Honorary Societies

- Kappa Beta Delta
- Delta Mu Delta
- Sigma Beta Delta
Questions

Thank you for listening!
Douglas Viehland, CAE
Executive Director
Accreditation Council for Business Schools and Programs (ACBSP)
11520 West 119th Street
Overland Park, KS 66213 USA
office: 913.339.9356
fax: 913.339.6226

Keywords: ACBSP, Accreditation Council for Business Schools and Programs, Member Services, Accreditation Services, Associate Degree Board of Commissioners, Baccalaureate and Graduate Degree Board of Commissioners, Board of Directors, Regional Officers, European Accreditation


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Co-Champion Training

International Council of Business Schools and Programs

November 22, 2012
Geneva, Switzerland
Goals for This Presentation

1. Introduce a brief history and background on ACBSP.
2. Describe the role and history of Co-Champion.
3. Demonstrate the use of ACBSP Gateway including updating member records.
4. Leave ample time for questions and discussion.
Contact Information

Mr. Douglas Viehland, CAE
Executive Director
Accreditation Council for
Business Schools and Programs
11520 West 119th Street
Overland Park, Kansas 66213
phone: 913-339-9356
dviehland@acbsp.org
Introducing ACBSP

History

- ACBSP established in 1988 in Kansas City.
- Focus on teaching excellence and all degree levels.
- International accreditation from beginning.
- August 1992 recognized by the Dept. of Education.
- January 2001 was recognized by Council on Higher Education Accreditation (CHEA).
- Change in philosophy, membership, and staff structure in 2003 to reflect new way of doing things.
- More detailed history on ACBSP Gateway.
Introducing ACBSP

Membership Overview
Number of Campuses in ACBSP Membership

1,136 Member campuses
778 Baccalaureate/Graduate Degree
186 Associate Degree
170 Baccalaureate/Graduate and Associate

573 Accredited
486 Candidates for Accreditation
76 Not Currently Seeking Accreditation

167 Outside the United States
52 Different Countries 9,800+ individuals
Introducing ACBSP

Support for Teaching Excellence

- Standards and criteria focus on teaching excellence.
- Teaching Excellence Award for faculty.
- Three affiliated honor societies for students.
- Individual faculty membership at each institution.
- *Business Education Week* sent each Friday.
- Annual and regional conferences offer educational tracks with suggested practices.
- Global Business Connections for faculty and student exchanges.
Introducing ACBSP

Stakeholder Support

- Student Leadership Award
  - ACBSP provides the tools to give the award.
  - Selection made on campus with only requirement is student is enrolled in business.

- Value of ACBSP Brochures
  - Guide for Students
  - Guide for Employers

- ACBSP Annual Edition
  - Opportunity for publication of scholarly research
  - Opportunity to serve as reviewer for articles
Introducing ACBSP

ACBSP Gateway

- Membership Directory with institutional and individual member profiles.
- Professional Opportunity listings.
- 2005-2012 Conference presentations available for download.
- Ten regional councils have home pages.
- Complete information about accreditation.
- ACBSP Gateway is [www.acbsp.org](http://www.acbsp.org)
Introducing ACBSP

Discover ACBSP

What is Special About ACBSP
- Focus on Teaching Excellence
- All Degrees
- Approach to Accreditation
- CHEA Recognition
- Global Involvement
- Emphasis on Quality

Member Benefits
- Individual Members
- Teaching Excellence Award
- Regional Councils
- ACBSP Gateway
- Business Education Week
- Benchmarking Tools

Benefits of Accreditation
- Institutions
- Students
- Faculty
- Tools to Promote Accreditation

Other Information
- Joining ACBSP
- Mission Statement
- Vision Statement
Introducing ACBSP

Member Benefits for Business School

Access to accreditation: Accreditation requires membership.

Professional Opportunity Advertising: Placement is on home page of www.acbsp.org and in publications.

Student Leadership Award: Recognition for students that provide leadership in student organizations.

Professional Honor Societies: Three affiliated societies provide international recognition for student scholarship honored at graduation and lifelong designation.

NEW: Leadership Institute: Training for Dean and Department Chairs for their management and administrative roles.

Resource Kit: First one focused on articulation between business programs. Another one under development focuses on how to operate an honor society on campus.
Introducing ACBSP

Individual Member Benefits

Individual Membership: Everyone on campus involved in delivery of business education is a member. This includes rector or president, chief academic officer, head of business unit, all faculty. No additional fees or dues.

Business Education Week: Weekly summary of news about business education sent to each member.

Teaching Excellence Award: Faculty members on each campus may apply for up to 20 awards to be given each year.

Conference Presentations: Respond to Call for Presentations for regional meetings or Annual Conference.

Access to ACBSP Gateway: Download presentations from the Annual Conference, access publications, search online member directory.
Introducing ACBSP

Individual Member Benefits (continued)

Publication of scholarly research in *ACBSP Annual Edition* or serve as member of Board of Reviewers of this new scholarly journal.

Serve as Mentor or Site Team Evaluator if involved in preparing a self-study helping other campuses in the process and bring experience back to campus.

Global Business Connections: Facilitates faculty and student exchanges using a page on the website.

Listing on Vita: Individual may list on their resume or vita as a member or a faulty member of the Accreditation Council for Business Schools and Programs.

Pride of being affiliated with an accredited school in their work with colleagues.
History of CO-CHAMPION

Overview

- Primary and alternate representative was in existence from 1988 until 2003.
- In 2003 created the position of CHAMPION with launching of individual membership.
- In 2004 created ACBSP Gateway as online member directory.
- In 2007 the position of CO-CHAMPION was created.
- In 2008 a series of mechanisms to support the role and visibility of the CHAMPION and CO-CHAMPION was created.
History of CO-CHAMPION

Excerpt from Summer 2003 ACBSP Update:

“As we expand the number and diversity of members, we will retain the essence of a primary or alternative representative. That person will now be designated as CHAMPION. This is both a noun and a verb. The CHAMPION will champion the need for ACBSP on at their institution and be a champion for the needs of the institution back to ACBSP. Who will be our CHAMPION on your campus?”
History of CO-CHAMPION

Definition from Member Enrollment Form:

CHAMPION: This person “champions” the value of ACBSP and accreditation to other parties on campus. This may be someone who is in one of the other categories and typically will be the same as the BUSINESS member. Often the CHAMPION may be the only person receiving materials and will be responsible for responding to or distributing information. Examples are annual updates of membership and the printed brochures for the ACBSP Annual Conference.
Excerpt from 2006 proposed change in bylaws:

SECTION 2. Designation of Champion. Each educational institution member will officially designate an institutional primary representative to serve as champion to ACBSP the Association serving as the institutional representative. This person normally will be the head or acting head of the unit which administers the business school or program at that institution. The primary representative also will be designated the person eligible to vote for the institution unless he/she designates an alternate. Each educational institution may have a designated co-champion as determined by ACBSP or the institution. In the absence of a champion at any regional or annual or special meeting of the Association and if an individual has not been specifically designated as alternate, another individual affiliated with the institution may be designated by the presiding officer to cast votes on behalf of the institution and upon approval of the qualified body so assembled. Only officially designated primary or alternate representatives may hold an officer’s position on the Board of Directors or serve as members of any of the three ACBSP Boards. Each member will have one vote.
Current bylaws:

SECTION 2. Designation of Champion. Each educational institution member will officially designate an institutional representative ("Champion") to the Council. This person will normally be the head or acting head of the unit that administers the business school or program at that institution. The Champion is designated as the person eligible to vote for the institution unless an alternate is appointed to act in the Champion’s stead. Each educational institution may have a designated co-champion as determined by ACBSP or the institution. In the absence of a Champion, co-champion or alternate at any regional, annual or special meeting of the Council or the respective commissions, another individual associated with the institution may be designated by the presiding officer to cast votes at any regional, annual or special meeting of the Council on behalf of the institution and upon approval of the qualified body so assembled.
History of CO-CHAMPION

Current bylaws:

Voting by Educational Institution Members. At any meeting of the Council or respective commissions or regional councils, each educational institution member that is a full dues paying member or has paid a prorated annual dues rate will have one vote. Institutions with proportional annual dues will not have a vote.
Implementation

Added to revised Member Enrollment Form:

**CO-CHAMPION:** The CO-CHAMPION position was added in 2007 to provide opportunities for succession planning and more than one leadership position on each campus. Often this is someone who may eventually serve as CHAMPION or attends ACBSP meetings, or has direct responsibility for seeking and maintaining accredited status. This person often receives copies of what is sent to the CHAMPION and can update the institutional profile on [www.acbsp.org](http://www.acbsp.org).
Excerpted from E-mail Message to all members in September 2007:

**Appointment of Co-Champions:** In 2004 ACBSP created individual memberships. Since that time, when the business unit becomes a member, so does the campus president, chief academic officer, head of the business unit, and all business faculty. One person is designated as CHAMPION becoming the contact person for governance and other purposes. This person is champion of the campus to ACBSP and champions ACBSP issues on the campus. Recognizing a need for succession planning and to provide additional leadership opportunities, each campus will now have a CHAMPION and a CO-CHAMPION. If you would like to increase your involvement with ACBSP and assume a greater leadership role on campus and with ACBSP consider this opportunity by contacting the current CHAMPION. You can find this information by contacting ACBSP (info@acbsp.org) or by reviewing the profile of your institution on the member only side of ACBSP Gateway (www.acbsp.org). If you do not know your login and password, simply click the Request Login button at www.acbsp.org and follow the instructions.
Implementation

Excerpted from 2007 Letter to CHAMPIONS:

Four years later we are expanding this concept to have a second person on each campus that can assist in this role. There are several opportunities for use of this position.

• The CO-CHAMPION may have served in a leadership role such as dean previously and can now retain an official position to support the CHAMPION.
• The CO-CHAMPION may play a direct role with ACBSP such as filing accreditation reports or representing ACBSP at meetings.
• This is viewed as an important succession activity. As a CHAMPION approaches the end of his/her tenure with the business unit, a CO-CHAMPION can become aware of the activities of ACBSP and the role of CHAMPION by serving as a CO-CHAMPION.
• This may be used as a leadership development tool to groom faculty members for leadership positions with the business unit.
Implementation

Continued from previous slide:

How will this be implemented and how can you use this position to your advantage?

- The CO-CHAMPION may receive copies of information being sent to the CHAMPION. The enclosed letter and enclosures is an example.
- The CHAMPION and CO-CHAMPION can share responsibility for updating member records.
- If the CHAMPION is not present to cast votes at an annual or regional meeting that can be done by the CO-CHAMPION.

Every other year, during the Annual Conference there will be educational sessions and networking opportunities to further acquaint CO-CHAMPIONs with their role. There will be twenty waiver of registration fee scholarships awarded. This was last done in 2012 in Baltimore.
Implementation

Excerpted from 2012-2015 Strategic Plan:

NEW Task: Develop incentives to encourage schools to engage in succession planning for their CHAMPIONS such as:

• Award 10 to 20 scholarships for schools bringing their candidates for CHAMPION to the annual meeting with required attendance at selected meetings.

• Develop idea of CO-CHAMPION by adding onto institutional profile and ACBSP database.

• Develop road show for presentation at regions to solicit ideas on how to identify and involve the CO-CHAMPION.

• Conduct an Aspiring CHAMPION concurrent session during the conference.

• Provide ribbons for CHAMPIONS and CO-CHAMPION at conference.
ACBSP Gateway

• Review the public side of ACBSP Gateway
• Review the member only side of ACBSP Gateway
• Update your institutional profile
• Update your member profile
Thank You!

Questions?
Foundations of Modern Accreditation – Outcomes Assessment

Bruce Stetar, DBA., (cand.)
Associate Dean,
Business Programs
Higher Colleges of Technology
PO Box 15825, Dubai
United Arab Emirates
bstetar@hct.ac.ae
Telephone: (+9714) 4038312 Fax: (+9714) 3260303
Email: bruce.stetar@hct.ac.ae Website: www.hct.ac.ae

Keywords: Association of Collegiate Business Schools and Programs, ACBSP. Accreditation, outcomes assessment, measuring student learning.

Reference: Reference to this paper should be made as follows: Stetar, B. (2012) “Foundational of Modern Accreditation – Outcomes Assessment”, International Council of Business Schools and Programs Annual Conference Proceedings, Volume 1, Number 4.

Biographical Notes: Mr. Bruce Stetar has over 17 years experience as an educator in Business Communications, Management, Management Information Systems, Business Information Systems, Computer Programming, and Computer Networking. He is Chair of the Business programs for a 17 campus college system catering to 18,000 students. In addition he is also involved with AIESEC, Students in Free Enterprise (SIFE), the bi-annual Education Without Borders Conference, the Bi-annual Festival of Thinkers Conference, sits on numerous faculty search committees, and has successfully authored three accreditation self-study reports including his College’s ACBSP Reaffirmation Self-Study Report in 2006-2007. Prior to entering academics Mr. Stetar had a successful career in business, working for over fifteen years in the finance and oil industries.

Mr. Stetar has held numerous professional certifications, has been a recipient of the Lousie McKinney Scholarship, and was a member of the U.S. National Dean’s List. Mr. Stetar has been involved with the Association of Collegiate Schools & Business Programs (ACBSP) since 2005. During that time he has attended National and Regional conferences, served on/chaired previous ACBSP Accreditation Teams, currently serves on the Baccalaureate and Graduate Degree Board of Commissioners, is the ACBSP Champion to ACBSP for his institution and is the current Immediate Past President for ACBSP Region 8.
Outcomes Assessment

Bruce Stetar

- Associate Academic Dean – Business Programs; Academic Affairs, HCT
- Member of the Baccalaureate/ Graduate Board of Commissioners – Accreditation Council for Business Schools and Programs
The Foundations of Modern Accreditation

Almost all accrediting bodies now build their accreditation platform on three main concepts:

- Outcomes Assessment,
- Closing the Loop, and
- Evidence of the above
The Foundations of Modern Accreditation

In recent years there has been an ever increasing emphasis on accountability and transparency in the field of education.

We, as educational institutions, are being asked to prove that our graduates possess the skills and knowledge that our programs of study claim to give them.
The Foundations of Modern Accreditation

Under this climate postsecondary education institutions were tasked to “measure and report meaningful student learning outcomes”.

(Secretary of Education’s Commission on the Future of Higher Education (2006) )
Outcomes Assessment

To help post-secondary educational institutions accomplish this, accrediting bodies at both the institutional and program level took up the mantel of learning outcomes assessment.
Outcomes Assessment

Learning Outcomes Assessment is defined as “The process of appraising knowledge, know-how, skills and/or competences of an individual against predefined criteria (learning expectations, measurement of learning outcomes).

So basically, under a program of outcomes assessment an institution is expected to
- identify expected outcomes,
- assess the extent to which it achieves those outcomes,
- Analyze the data from those assessments,
- and provide evidence of improvement based on that analysis.

In other words to fuel Continuous Quality Improvement
Outcomes Assessment

Assessment takes place for two reasons

- **Improvement** (which is internal)
- **Accountability** (which is external)

The Key is getting these two to intersect
Outcomes Assessment

People tend to equate “outcomes” to student learning outcomes or objectives in a course outline – which at its simplest form it is – but it is also more complex than that.
Outcomes Assessment

Outcomes occur at many levels:

- Institutional
- Divisional
- Program
- Course
Outcomes Assessment

And each Level should support the one above it:

- Institutional Outcomes
- Divisional Outcomes
- Program Outcomes
- Course Outcomes
## Outcomes Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td>Students will be problem solvers</td>
</tr>
<tr>
<td>Divisional</td>
<td>Students will be able to solve business problems</td>
</tr>
<tr>
<td>Program</td>
<td>Students will be able to solve accounting problems</td>
</tr>
<tr>
<td>Course</td>
<td>The student will be able to correct errors in a balance sheet</td>
</tr>
</tbody>
</table>
Outcomes Assessment

The key to outcomes assessment then becomes proving – through **reportable evidence** – that you achieved each of those outcomes at each of those levels!
Outcomes Assessment

To do that you have to be able to map specific assessment activities – even down to specific question/tasks on an assessment – back to specific course/program/divisional/institutional learning outcomes.

i.e. Questions 1, 4, 7 and 9 on Exam 1 assesses LO1
## Outcomes Assessment

<table>
<thead>
<tr>
<th>Level</th>
<th>Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional</td>
<td>Students will be problem solvers</td>
<td>The same from across six Academic Divisions</td>
</tr>
<tr>
<td>Divisional</td>
<td>Students will be able to solve business problems</td>
<td>The following 40 courses in the following 4 programs have these LOs and assessments</td>
</tr>
<tr>
<td>Program</td>
<td>Students will be able to solve accounting problems</td>
<td>The following 10 courses in the program have the following LOs and assessments</td>
</tr>
<tr>
<td>Course</td>
<td>The student will be able to correct errors in a balance sheet</td>
<td>Questions 1, 4, 7 and 9 in Exam 1 and Question 8 in the CSA</td>
</tr>
</tbody>
</table>
Outcomes Assessment

However, simply assessing an outcome does not a "learning outcomes assessment program" make.
Outcomes Assessment

Once you have assessed a particular outcome you need to analyze the resulting data – especially in terms of trend data over time – against a predetermined performance measurement.
Outcomes Assessment

If students were able to correct errors in a balance sheet 60% of the time is that good or bad?
Outcomes Assessment

If its good – great.
If its not, what are the causes of the low result and what actions should be taken to correct it.
Outcomes Assessment

Our students were only able to correct errors in balance sheets 60% of the time and we want them to be able to do it 80% of the time.

The cause seems to be a lack of understanding about accounting fundamentals.
Outcomes Assessment

To rectify the situation we will “increase the amount of time spent on the proceeding Learning Outcomes dealing with the defining of credits and debits”.

Outcomes Assessment

You make the changes to the course content and to the teaching and learning strategies, assess the next group of students and check the trend data to see if the situation has improved. This is CQI or *Closing the Loop*.
Outcomes Assessment

However, a robust outcomes assessment program involves more than just summative in class assessments – you need to include other forms of assessment – such as employer evaluations on student work placements.
Outcomes Assessment

For instance:

Ask the employers to rate the student’s ability to solve problems.
Outcomes Assessment at Other Levels

An outcome could also be something more institutional, like for instance:

“The school will achieve an 80% satisfaction rating on all courses from both faculty and students.”
Outcomes Assessment at Other Levels

It could also be “how do we know that we achieved this strategic objective” in our strategic plan.
So in order to have a complete “learning outcomes assessment program you need to do the following:

- Determine and document your outcomes at each level
- Identify performance measures for each outcome
- Assess each outcome against those measures
- Analyze the resulting data over time looking for trends.
- Determine improvements to your processes
- Implement those improvements
- Assess their effectiveness
Here is a hint – take a look at Standard 4.
Questions?
Interpreting Faculty Credentials

S. Peter Horn, Ph.D., LL.M.
Chancellor - International School of Management
President - ACBSP
148 rue de Grenelle, 75007, Paris, France.
110 East 59th Street, New York, NY 10022, USA
e-mail: peter.horn@ism.edu

Reference: Reference to this paper should be made as follows: Horn, P., (2012) “Interpreting Faculty Credentials”, International Council of Business Schools and Programs Annual Conference Proceedings, ISSN 1948-920X, Volume 1, Number 4.

Keywords: faculty credentials, academically qualified, professionally qualified, faculty classifications, student learning, outcomes assessment.

Biographical Notes: Dr. Horn has a Ph.D. in International Finance; and a Masters in International Tax Law from Regent University’s School of Law. He is Chancellor of the International School of Management – a small privately funded university offering Masters and Doctoral degrees in business. It is the institution’s focus on quality and continuous improvement that has proven to be the key component in maintaining its competitive advantage in the international education environment.

He is currently President of the ACBSP Board of Directors serves on the Strategic Planning Committee, the Personnel Committee, and has served on and Chaired the Baccalaureate and Graduate Board of Commissioners. He is also a past President of Region 8 and a member of several US and European corporate Boards.

Dr. Horn’s current research interests focus on quality in education, international tax law and modeling the international financial markets.
Interpreting Faculty Credentials

S. Peter Horn, Ph.D., LL.M.
ACBSP Region 8 Meeting – Geneva, Switzerland, 2012
Responsibility

- Accurately assess the credentials of faculty submitted by accredited schools to determine level (Academically or Professionally Qualified) and discipline (management, marketing, law, accounting, etc.)
In general...

- Faculty member should hold the degree one level beyond that which he/she is teaching.
- Professional experience is advantageous in today’s economically challenged environment.
- Scholarly activity needs to increase among our faculty if ACBSP is to continue gaining credibility and value as a business program accreditor (Committee for Scholar Practitioners working on creating opportunities).
ACBSP Credentials Committee

- Credentials Committee
  - Baccalaureate and Graduate Degree Commissioners
- Process
  - School submits credentials to ACBSP home office
  - ACBSP home office sends packets to each member of the committee
  - Chair completes credentials worksheet and forwards to committee members for review & response
  - Virtual Vote and Response to ACBSP home office
  - School is notified
<table>
<thead>
<tr>
<th>Associate Degree</th>
<th>Baccalaureate/Graduate Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master’s or Doctorate Degree Qualified</td>
<td>Doctorally Qualified</td>
</tr>
<tr>
<td></td>
<td>• Doctorate in Business</td>
</tr>
<tr>
<td></td>
<td>• Juris Doctor (JD)</td>
</tr>
<tr>
<td></td>
<td>• Out of Field Doctorate</td>
</tr>
<tr>
<td>Professionally Qualified</td>
<td>Professionally Qualified</td>
</tr>
<tr>
<td></td>
<td>Minimally Qualified</td>
</tr>
</tbody>
</table>
**AQ vs. PQ**

- **Academically Qualified**
  - Having the terminal degree and the related scholarly activity in the teaching discipline
  - Can be business doctorate or out-of-field doctorate with appropriate number of graduate hours in the teaching discipline

- **Professionally Qualified**
  - Be A.B.D. or
  - Have the appropriate master’s level degree in combination with professional experience, evidence of successful learning outcomes, involvement in professional organizations, or substantial scholarly activity
A Master’s or Doctorate Degree Qualified faculty member meets at least one of the following criteria:

1. Doctorate in teaching field
2. Juris Doctorate
3. MBA (Qualified to teach any introductory or principle level business courses)
4. Master’s degree in teaching field
5. Related or out-of-field master’s or doctorate degree with 18 semester/27 quarter credit hours or equivalent of courses in field beyond the introductory principles level

6. Related or out-of-field master’s or doctorate degree with documentation in two or more of the following areas:
   a. In-field professional certification (national, regional, or state)
   b. In-field professional employment
   c. Teaching excellence
   d. In-field research and publication
   e. Relevant additional training equivalent to 18 sem/27 qtr credit hours of CEU’s, military training, vendor training, etc.
A Professionally Qualified faculty member possesses a bachelor’s degree in the teaching field with documentation in two or more of the following areas:

- Professional certification (national, regional, or state)
- In-field professional employment—The institution must provide a minimum of 2 years of documented experience from the employer.
- Teaching excellence
- In-field research and publication
- Relevant additional coursework beyond the bachelor’s degree equivalent to 18 sem/27 qtr credit hours or equivalent subject matter coursework, CEU’s, military training, vendor training, etc.

**Note:** Criterion 5.3 provides that at least 90 percent of the faculty FTE should be Master’s or Doctorate Degree Qualified or Professionally Qualified, allowing a maximum of 10 percent exceptions.

**NOTE:** All faculty qualifications must be validated with original transcripts, certificates, and/or related written documentation which clearly states the qualification.
**Bac/Grad Credentials: Doctorally Qualified**

- **Doctorally Qualified:** To be considered doctorally qualified a faculty member may:
  - **Hold a doctorate in business with** graduate level major, minor, or concentration in the area of teaching responsibility.
  - **Hold a doctorate in business with** professional certification in the area of teaching responsibility.
  - **Hold a doctorate in business with** five or more years of professional and management experience directly related to the area of teaching responsibility. demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by significant consulting activity.
Hold a Juris Doctor (JD) and teach business law, legal environment of business or other area with predominantly legal content.

Hold a Juris Doctor (JD) and hold a business related master's degree with a specialization in the area of teaching responsibility.

Hold a Juris Doctor (JD) and hold professional certification and teach in the area of the certification.

Hold a Juris Doctor (JD) and have five or more years of professional and management experience directly related to the area of teaching responsibility.
Hold an out of field doctorate, (a) 15 hours of graduate course work in the field, (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes, and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

Hold an out of field doctorate, (a) 15 hours of graduate course work in the field, (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by significant involvement in professional organizations related to the teaching field.
Bac/Grad Credentials: Doctorally Qualified

- **Hold an out of field doctorate, (a)** 15 hours of graduate course work in the field, (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by substantial professional or management level practice.

- **Hold an out of field doctorate, (a)** 15 hours of graduate course work in the field, (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes, and (c) demonstrate successful professional practice evidenced by significant consulting activity.
Hold an out of field doctorate, (a) a master's degree in business with a major, concentration or specialization in the field, (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes, and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.

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Hold an out of field doctorate, (a) have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member's knowledge and teaching skills in the area of the assigned teaching responsibilities, (b) demonstrate teaching effectiveness in the teaching area including evidence of successful student outcomes, and (c) demonstrate scholarly productivity evidenced by publications in the discipline considered as expert work by external colleagues (refereed journals) or papers in the teaching discipline presented at a national meeting.
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To be considered professionally qualified a faculty member may:

1. Hold an MBA plus 3 years relevant work and / or teaching experience to be qualified to teach principle or introductory level business courses only.

2. Be ABD, (All But Dissertation, meaning the individual has completed all course work required for a Ph.D. in business or DBA, passed the general exams, but has not completed a dissertation) with a major, minor or concentration in the area of assigned teaching responsibilities.
3. Hold a Master’s degree in a business-related field and professional certification (e.g., CPA, CDP, CFM, CMA, PHR, etc.) appropriate to his or her assigned teaching responsibilities.

4. Hold a Master’s degree and have extensive and substantial documented successful teaching experience in the area of assigned teaching responsibilities, and demonstrate involvement in meaningful research and/or programs for the enhancement of pedagogical skills.
5. Hold a Master’s degree and have five or more years of professional and management experience in work directly related to his or her assigned teaching responsibilities.

6. Hold a Master’s degree and have completed a special post-graduate training program (ACBSP approved) especially designed to improve the faculty member’s knowledge and teaching skills in the area of the assigned teaching responsibilities.
Baccalaureate/Graduate Degree

Minimum Qualifications
The minimum qualifications for a faculty member must include a Master’s degree in a business-related discipline. An institution may make an exception to this minimum requirement only in emergency cases or special situations where the faculty member has unique qualifications that meet a specialized need.

This area is limited to 10% of total faculty coverage
Higher Education Accreditation in the US

- Council for Higher Education Accreditation

- 6 Regional Associations

- ACBSP
- AACSB
- IACBE
Comprehensive Standard 3.7.1 of the *Principles of Accreditation* reads as follows: The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. *When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes.* For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

When an institution defines faculty qualifications using faculty credentials, institutions should use the following as credential guidelines:

- *Faculty teaching general education courses at the undergraduate level: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).*

Continued....
SACS (ACBSP Regions 3 & 6)

- Faculty teaching **associate degree courses designed for transfer to a baccalaureate degree: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (a minimum of 18 graduate semester hours in the teaching discipline).**
- Faculty teaching **associate degree courses not designed for transfer to the baccalaureate degree: bachelor’s degree in the teaching discipline, or associate’s degree and demonstrated competencies in the teaching discipline.**
- Faculty teaching **baccalaureate courses: doctorate or master’s degree in the teaching discipline or master’s degree with a concentration in the teaching discipline (minimum of 18 graduate semester hours in the teaching discipline).**
- Faculty teaching **graduate and post-baccalaureate course work: earned doctorate/terminal degree in the teaching discipline or a related discipline.**

- Approved: College Delegate Assembly, December 2006
Faculty credentials generally refer to the degrees faculty have earned at certain levels that provide a foundation for knowing what students should learn in a specific discipline or field. Over the years, some hallmarks and common expectations for faculty credentials have emerged within the higher education community, such as:

- Faculty teaching in higher education organizations should have completed a significant program of study in the discipline they will teach and/or for which they will develop curricula, with substantial coursework at least one level above that of the courses being taught or developed. Further, it is assumed that successful completion of a coherent degree better prepares a person than an unstructured collection of credit courses;

- Faculty teaching in undergraduate programs should hold a degree at least one level above that of the program in which they are teaching, and those teaching general education courses typically hold a master’s degree or higher and should have completed substantial graduate coursework in the discipline of those courses;

- Faculty teaching in graduate programs typically hold the terminal degree determined by the discipline;

- Faculty overseeing doctoral education should know how to conduct research appropriate to the program and degree.
The School should recruit, develop and manage its faculty in accordance with its strategic objectives and have sufficient core faculty to cover the major disciplines and constitute a viable body of distinctive expertise (i.e. a minimum of 25).

The size, qualification, and composition of the faculty are expected to be sufficient to allow adequate servicing of the School’s programmes and to be in accordance with the current position of the School.

Again the profile of the faculty will depend on the mix of activities. A school with a primary focus on executive education will require a quite different faculty skills profile from a school that mainly offers full-time degree programmes.
Example: What is the Credential?

- Ph.D., Higher Education Administration & Human Communications
- M.Ed., Adult Education, Training & Development
- M.H.R., Human Resources
- C.P.A.
- Nationally Qualified Malcolm Baldrige Examiner
- National Qualified Myers-Briggs Administrator
- 20 years corporate, nonprofit & governmental work in accounting & management
- Credential Worksheet Template 062410.xlsx
Mexico, Central America, South America
- Typically regulated by governmental agency, e.g. Ministry of Education
- There is currently no equivalent association to the US Regional Agencies or EQUIS
Credential-related Issues

- Regional Accreditation Agency Policy
  - Program accreditation policy can be more restrictive than, but not more lenient than, regional accreditation policy; Some regions are very specific (NCA & SACS); others are very general

- Availability of Qualified Full-time Faculty
  - There is an ongoing shortage of terminally qualified faculty, particularly in the business disciplines
• Understanding non-U.S. requirements
  ▪ Just as there is a hierarchy of requirements in the U.S. (CHEA, regional associations), there is a hierarchy in the countries which comprise Regions 8 & 9
  ▪ The credentials committee needs to understand the systems and requirements in Regions 8 & 9, especially in light of increasing participating in the Bologna Accord
Availability of Qualified Faculty

- Financial Resources
  - Particularly during the recession, institutions have limited financial resources to pay competitive salaries and attract most highly qualified faculty

- Non-U.S. markets
  - Not all countries have the traditional “full-time” faculty; many schools function with a fully part-time faculty comprised of working professionals

- Alternative delivery systems
  - Virtual degree programs, adult completion programs, executive degree programs, etc.
What Can Institutions Do?

- Use the Credentials Worksheet to verify the credential level of their faculty.
- Can be obtained from the Credentials Committee or from Steve Parscale or Diana Hallerud in Home Office.
- Worksheet can be used to assess individual credentials and give school overview of faculty credentials.
- Helpful to Self Study Teams and to Commissioners when reviewing self studies and QARs.
What Can ACBSP Institutions Do?

- Create a PQ Workshop for business professionals with the master’s degree but limited teaching experience
- Deliver the PQ Workshop as pre-conference and region meeting workshops and in formats conducive to geographically dispersed participants who may also have full-time employment responsibilities
- Make it affordable
- Provide subsequent channels for Continuing Professional Education of ACBSP members
Thank you!
Foundations of Modern Accreditation - Closing the Loop

Bruce Stetar, DBA., (cand.)
Associate Dean,
Business Programs
Higher Colleges of Technology
PO Box 15825, Dubai
United Arab Emirates
bstetar@hct.ac.ae
Telephone: (+9714) 4038312 Fax: (+9714) 3260303
Email: bruce.stetar@hct.ac.ae Website: www.hct.ac.ae

Keywords: Association of Collegiate Business Schools and Programs, ACBSP. Accreditation, outcomes assessment, measuring student learning.

Reference: Reference to this paper should be made as follows: Stetar, B. (2012) “Foundational of Modern Accreditation – Closing the Loop”, International Council of Business Schools and Programs Annual Conference Proceedings, Volume 1, Number 4.

Biographical Notes: Mr. Bruce Stetar has over 17 years experience as an educator in Business Communications, Management, Management Information Systems, Business Information Systems, Computer Programming, and Computer Networking. He is Chair of the Business programs for a 17 campus college system catering to 18,000 students. In addition he is also involved with AIESEC, Students in Free Enterprise (SIFE), the bi-annual Education Without Borders Conference, the Bi-annual Festival of Thinkers Conference, sits on numerous faculty search committees, and has successfully authored three accreditation self-study reports including his College's ACBSP Reaffirmation Self-Study Report in 2006-2007. Prior to entering academics Mr. Stetar had a successful career in business, working for over fifteen years in the finance and oil industries.

Mr. Stetar has held numerous professional certifications, has been a recipient of the Lousie McKinney Scholarship, and was a member of the U.S. National Dean's List. Mr. Stetar has been involved with the Association of Collegiate Schools & Business Programs (ACBSP) since 2005. During that time he has attended National and Regional conferences, served on/chaired previous ACBSP Accreditation Teams, currently serves on the Baccalaureate and Graduate Degree Board of Commissioners, is the ACBSP Champion to ACBSP for his institution and is the current Immediate Past President for ACBSP Region 8.
Closing the Loop

Bruce Stetar
- Associate Academic Dean – Business Programs; Academic Affairs, HCT
- Member of the ACBSP Baccalaureate/ Graduate Board of Commissioners
The Foundations of Modern Accreditation

Almost all accrediting bodies now build their accreditation platform on three main concepts:

- Outcomes Assessment,
- Closing the Loop, and
- Evidence of the above
Closing the Loop

Closing the Loop is the foundation of Continuous Quality Improvement
Closing the Loop involves a series of steps which allow an institution to use outcomes assessment for internal improvement.
Closing the Loop

As you move through the ACBSP accreditation process and the ongoing CQI process you will hear the phrase “closing the loop” often – it is a basis for much of what we do at ACBSP.
Closing the Loop

Closing the loop starts with an outcome that you wish to assess and a performance measure you wish to reach.

If you are not assessing a desired outcome against a predetermined measure then there is no point to the loop.
Closing the Loop

Closing the loop is also built on the premises of assessing the outcomes over time for the purpose of making improvements over time.

CQI
Trend Analysis
Closing the Loop

So you start with an outcome that you want to assess – either at the course, program, divisional or institutional level.
Closing the Loop

The process then involves five steps performed in an ongoing circle of CQI.

Remember – you have to be able to document and prove you have moved through each of these steps.
Closing the Loop

OK – Let’s walk through an actual examples of closing the loop
Closing the Loop

We have a learning outcome in a course which states:

“The student will be able to locate and correct errors in a balance sheet.”
Closing the Loop

Remember you have to be able to prove that you did all this?

You need **documented** evidence.
Closing the Loop

So how would you document each step in the loop in this case?
Closing the Loop

On each of the ACBSP Standards you will be expected to show that you are closing the Loop?

Can you give some examples from each of ACBSP Standard?
Closing the Loop

So – if you want to be accredited, stay accredited and benefit from accreditation through CQI – you need to be closing the loop.
Questions?
Panos Kostakos, Ph.D.
Director of European Operations
Accreditation Council for Business Schools and Programs
Rue Abbé Cuypers, 3
1040 Brussels, Belgium
Tel: +32 2 741 24 26
Fax: +32 2 741 24 12
Email: pkostakos@acbsp.org
Website: http://www.acbsp.org

Keywords: ACBSP, European Union, business school accreditation, benefits of accreditation, role of accreditation, continuous improvement,

Reference: Reference to this paper should be made as follows: Kostakos, P., (2012) “The Role and Importance of ACBSP Accreditation for Business Schools and Programs and How to get the Most out of Your ACBSP Membership”, International Council of Business Schools and Programs Annual Conference Proceedings, ISSN 1948-920X, Volume 1, Number 4.

Biographical Notes: Dr. Panos Kostakos, Director of European Operations, joined ACBSP in November 2011, based in Brussels, Belgium. Panos was born in Athens, Greece and has lived for more than a decade in the UK and Belgium. He has a BA (Hons.) in International Relations and Politics from the University of the West of England, UK and a Ph.D in International Studies from the University of Bath, UK. Panos has published widely in areas relating to transnational organized crime, public policy and social networks and has taught Politics and International Relations at the University of Bath. He has worked closely with public authorities and NGO's in both sides of the Atlantic and has consulted for private and public sector organizations on issues of corruption, political stability, good practice and criminal associations. He is a regular commentator in the media on matters relating to political violence and criminal networks. Panos maintains an active role in the academic community through participation in a range of International forums and networks.
THE ROLE AND IMPORTANCE OF ACBSP ACCREDITATION

HOW TO GET THE MOST OUT OF YOUR MEMBERSHIP

Panos Kostakos, Ph.D
Director of European Operations
ACBSP, Brussels

Panos Kostakos - 24 Nov, 2012
About

- Director of European Operations (Nov 2011)
- Goals – membership, visibility, recognition
- Location, Location, Location (International community)
- Main Challenges – De jure recognition (ACBSP)
- Main Opportunities – De facto recognition (ACBSP)
- Achievements
  - Follow-ups with Stakeholders (QA community – Institutions - Media)
  - ACBSP Update – narrative building

Panos Kostakos - 24 Nov, 2012
Accreditation: Through the looking glass

ACBSP Vision

“Every quality business program worldwide is accredited”

What is the big picture?

Panos Kostakos - 24 Nov, 2012
The Value of ACBSP Accreditation

- Quality Assurance
  - Customer services
- Trust
  - Market stability
- Branding
  - Competition
- Education Enhancement
  - Development, innovation
- Benchmarking
  - Harmonization
Specialized Accreditation: the big picture

- What is the real story?
- Globalization – “the decline of the state” thesis
- Free movement of people, goods, services and ideas
- New market for Higher Education
- QA agencies - Trust building institutions
- Building development, prosperity and growth

Panos Kostakos - 24 Nov, 2012
International student mobility

![Graph showing the trend of international students (in millions) over the years 1975, 2005, 2009, 2015, and 2025.]

- 1975: 0.8
- 2005: 3
- 2009: 3.7
- 2015: 5
- 2025: 8

Panos Kostakos - 24 Nov, 2012
ACBSP’s Global Network

- ACBSP’s global network
  - 1,136 Member campuses
  - 10,000+ individuals
  - 52 Different countries

- Region 8 Network
  - 121 campuses in Region 8
  - 65 Accredited
  - 39 Campuses in candidacy
  - 17 not currently seeking accreditation

Panos Kostakos - 24 Nov, 2012
Membership Benefits

Panos Kostakos - 24 Nov, 2012
...for Business Schools

- Access to accreditation: Accreditation requires membership.
- Professional Opportunity Advertising: Placement is on home page of [www.acbsp.org](http://www.acbsp.org) and in publications.
- Student Leadership Award: Recognition for students that provide leadership in student organizations.
- Professional Honor Societies: Three affiliated societies provide international recognition for student scholarship honored at graduation and lifelong designation.
- Leadership Institute: Training for Dean and Department Chairs for their management and administrative roles.
...for staff

- **Individual Membership:** Everyone on campus involved in delivery of business education is a member. This includes Director, Chief Academic Officer, Head of Business Unit, All Faculty. No additional fees.

- **Business Education Week:** Weekly summary of news about business education sent to each member.

- **Teaching Excellence Award:** Faculty members on each campus may apply for up to 20 awards to be given each year.

- **Conference Presentations:** Respond to Call for Presentations for regional meetings or Annual Conference.

- **Access to ACBSP Gateway:** Download presentations from the Annual Conference, access publications, search online member directory.
Making the most of your ACBSP membership

- Explore the benefits
- Participate in ACBSP events
- Communicate with ACBSP staff
- Take initiative
- Share information with your colleagues
- Become proactive

When a door closes a window opens!

Panos Kostakos - 24 Nov, 2012
Take away points

- The accreditation process is a technical exercise
- Puts you on the map
- Global change behind the scenes
- Student mobility and trust
- ACBSP network, individual and institutional benefits
- Being Proactive

Panos Kostakos - 24 Nov, 2012
Thank you!

Questions and Discussion

Panos Kostakos - 24 Nov, 2012
Douglas Viehland, CAE
Executive Director
Accreditation Council for Business Schools and Programs (ACBSP)
11520 West 119th Street
Overland Park, KS 66213 USA
office: 913.339.9356
fax: 913.339.6226

Keywords: ACBSP, Accreditation Council for Business Schools and Programs, Member Services, Accreditation Services, Associate Degree Board of Commissioners, Baccalaureate and Graduate Degree Board of Commissioners, Board of Directors, Regional Officers, European Accreditation

Reference: Reference to this paper should be made as follows: Viehland, D., (2012) “ACBSP Documents and Forms”, International Council of Business Schools and Programs Annual Conference Proceedings, ISSN 1948-920X, Volume 1, Number 4.

Mr. Douglas Viehland has served as Executive Director of the Accreditation Council for Business Schools and Programs since April 2003. Previously, Doug served as the President of the American Hotel & Lodging Foundation. Prior to that, he served as Executive Vice President of the Hotel & Motel Association of Greater Kansas City. He is the past president of the Kansas City Society of Association Executives. He has a Masters Degree in Higher Education Administration and has conducted government relations on behalf of higher education issues. In addition, he has a career of working with colleges and universities. In each executive position in his career, Doug created programs designed to increase membership and participation by colleges in the trade association and the association-related foundation. Since joining ACBSP membership has grown from 380 campuses to over 840 campuses. Services have expanded to include individual membership for faculty at ACBSP campuses, a student leadership award, a re-branding initiative, programs to market the value of accreditation, and a new global outreach program. He is a Certified Association Executive (CAE), a designation issued by the American Society of Association Executives.
ACBSP Accreditation Forms and Documentation
presented during the
2012 ACBSP Region 8 Conference
International Council of Business Schools and Programs
November 24, 2012

Presentation by
Douglas Viehland, Executive Director

The following forms and booklets are used during the membership and accreditation process. Please use the hyperlinks to download the forms. I have not included items related to corporate membership, separate accreditation in accounting, or corporate membership. These have been included in other presentations but have little applicability in Ghana. They are available upon request.

MEMBERSHIP APPLICATION FORMS AND BOOKLETS

- Discover ACBSP: This is four-color, eight-page, informational booklet developed by the ACBSP Marketing Committee to promote the value of ACBSP and accreditation to members, prospective members and any other person or organization that would benefit by discovering ACBSP. The online version features links for individuals to seek more information and to download documents.
- Member Enrollment Form - MS WORD Format: This form is required to be submitted when applying for ACBSP membership. Page one is used to create the profile of the business unit and enroll individual members in the online member directory. Page two provides definitions used to fill the form. Page three is a listing of individual members. This form is also available in PDF format with active fields, but this version does not include page three.
- Individual Member Benefits: This is page three of the Member Enrollment Form available as a separate document to describe the benefits for individuals enrolled as ACBSP members.
- Value of Specialized Accreditation: This document was used prior to creating the Discover ACBSP booklet and is not available for download at this time. The content is now used on the ACBSP Web page, Why Join ACBSP?

BACCALAUREATE/GRADUATE DEGREE APPLICATION AND PRELIMINARY QUESTIONNAIRE

- Candidacy Application--For ACBSP Members with US Regional Accreditation: This letter and application form is used by the member to enter candidacy if the institution has accreditation with one of the six regional accreditation agencies located in the United States. It is on pages 27 and 28 in The Process for Obtaining Accreditation booklet. It is provided here in a Word format for ease of placement on letterhead of the institution.
- Application for Candidacy--For Programs Outside the US Without Regional Accreditation: This letter and application form is used by the member to enter candidacy if the institution is located outside the United States and does not accreditation with one of the six regional accreditation agencies located in the United States. It is on pages 31 and 32 in The Process for Obtaining Accreditation booklet. It is provided here in a Word format for ease of placement on letterhead of the institution.
• **Preliminary Visit Questionnaire:** This 31-page booklet is used by a business unit when accepted into candidacy status prior to beginning the self-study. The preliminary questionnaire must be completed and submitted to ACBSP and the assigned mentor. The mentor will schedule a preliminary visit to determine the school’s readiness to proceed with the self-study.

**BACCALAUREATE/GRADUATE DEGREE ACCREDITATION PROCESS**

• **Costs for Accreditation by Baccalaureate/Graduate Schools:** This document provides detailed budgeting and cost information for the accreditation process from start to finish. The document provides an example for budgeting. This assumes the mentor and site team evaluators will be from the same country as the school undergoing candidacy. If this is not the case, the cost of airfare will be higher.

• **The Process for Obtaining Accreditation:** This 34-page booklet is for schools that are pursuing accreditation. It describes the value of accreditation and outlines the process from application through final action by the Board of Commissioners.

• **The Process for Maintaining Accreditation:** This 27-page booklet is for schools that have achieved accreditation. It includes information about the reaffirmation process and certain procedures to be followed while accredited. An introduction describes how the business unit can promote accredited status.

• **Accreditation Standards and Criteria for Baccalaureate/Graduate Schools:** This 72-page document presents the standards and criteria for institutions to demonstrate compliance with the accreditation standards of the Baccalaureate/Graduate Schools Commission. This document is also available in **Russian** and **Spanish**, although they need updating in the translated versions at this time.

• **Self-Study Template:** This 48-page template in a Word format can be used to insert your responses to the ACBSP standards and criteria and submit as your self-study for initial or reaffirmation of accreditation.

• **Intent to Submit Self-Study Form:** This form is filed by October 1 for schools wishing to be on the first review cycle of the year that begins with submitting their self-study on January 15. This form must be received by April 1 and the self-study submitted by August 15 to be included in the second review cycle of the calendar year.

• **Evaluator Application Form:** ACBSP members who have completed evaluator training in a format approved by ACBSP should complete this form and submit it along with a current résumé. The form should be submitted to Steve Parscale, director of accreditation, or Diana Hallerud, assistant director of accreditation. It is also available for download on the Associate Degree Accreditation Web page.

• **Program Evaluators’ Self-Study Review Workbook for Baccalaureate/Graduate Degree:** This 100-page document is used by evaluators during the site visit to determine how well the institution meets the ACBSP standards and criteria for accreditation. Institutions preparing their self-study can also use this document to make sure that they have adequately supplied the information needed to address all the standards.

**BACCALAUREATE/GRADUATE DEGREE QUALITY ASSURANCE FORMS**

• **Example QA Report for Baccalaureate/Graduate Degree Institutions:** This 23-page document is a sample Quality Assurance (QA) Report provided for your reference. The document and all other documents in this section will be used only by schools that have achieved accreditation. If you have questions regarding how to complete the QA report, please contact Steve Parscale or Diana Hallerud.

• **Quality Assurance Report Template:** This is the most current Quality Assurance (QA) report template. The purpose of the QA report is to keep ACBSP apprised of the institutional activities and changes that take place so a determination can be made that the business unit remains in compliance with ACBSP accreditation standards. Any activity or change within the institution and/or the business unit that alters the status of the business faculty, the business curriculum, resources in support of the business unit or other ACBSP accreditation standards must be reported. The business unit must inform ACBSP
how they routinely provide reliable information to the public on their performance, including student achievement, in their quality assurance reports. Quality Assurance (QA) Reports are due February 27th or September 30th. Each business program was assigned one of these reporting cycles in your letter of accreditation from ACBSP. Submit your completed Quality Assurance Report as an email attachment to reports@acbsp.org.

ORDER FORMS AND APPLICATIONS TO ACCESS MEMBER SERVICES
Some of the following relate to the accreditation process and accredited schools while others focus on member services offered by ACBSP. Some require a member login to access.

Order Form - Value of ACBSP Accreditation Brochures for Students and Employers
ACBSP Lapel Pin Order Form
ACBSP T-Shirt Order Form
Order Form - Student Leadership Award Plaque
Teaching Excellence Award Guidelines and Application - MS Word Format
Teaching Excellence Award Guidelines and Application - PDF Format
ACBSP Logo Graphic Standards Manual
Website to Download ACBSP Logos
DISCOVER ACBSP – ORDER FORM

PUBLICATIONS AVAILABLE FOR DOWNLOAD
There are a number of publications available for download at http://www.acbsp.org/p/cm/ld/fid=17. These include the following documents. Again, some require a member login to access.

Current issue of ACBSP Update
Current issue of Business Education Week
ACBSP Annual Edition: Recognizing Excellence in Business Education
Articulation Resource Kit Version 1.1
2009 International Council of Business Schools and Programs Annual Conference Proceedings
2010 International Council of Business Schools and Programs Annual Conference Proceedings
2011 International Council of Business Schools and Programs Annual Conference Proceedings
White Paper: Quality Assurance, Accountability, and Accreditation in Collegiate Business Programs
White Paper: Student Chapters and the Path to Teaching Excellence
Fiscal Irresponsibility Due to Lack of Women on Boards

Greg Evans  
University of Phoenix  
Greg.Evans@phoenix.edu

Abstract: This paper reviews current literature addressing the presence of women serving in board of director positions. Historically, the percentage of women serving on boards is less than twenty percent (Governance Metrics International, 2010). There are four compelling arguments to include women on boards: a) efficiency argument; b) equity; c) fiscal; and, d) fiscal performance.

It is apparent that having women on boards is better in many respects, which means that there must be a substantial reason for lack of equitable representation. The answer may lie in cultural differences. Geert Hofstede completed a seminal study on cultures and created five dimensions that describe cultural differences: power distance; uncertainty avoidance; individualism vs. collectivism; long-term view vs. short-term view; and masculinity (Hofstede, 2003). The masculinity index is described by attributes such as ambition, achievement, and decisiveness. Low masculinity index cultures may be described by attributes such as: consensus building, teamwork, quality of life, service to others, sympathy for those less fortunate; and intuition.

The masculinity index can be correlated with the percentage of women serving on boards. The resulting Pearson r correlation coefficient is very strong, at -.50, indicating a high negative correlation. This indicates that the higher the masculinity index, the less likely that women will serve on boards in those countries. Conversely, the lower the masculinity index, the more likely that women will serve on boards of those countries.

Keywords: fiscal irresponsibility, women on Boards, Boards of Directors, women leaders, senior management.

Reference: Reference to this paper should be made as follows: Evans, G., (2012) “Fiscal Irresponsibility Due to Lack of Women on Boards”, International Council of Business Schools and Programs Annual Conference Proceedings, ISSN 1948-920X, Volume 1, Number 4.
Introduction

Viviane Reding, the European Union’s Justice Commissioner, has challenged all European Union (EU) members to impose quotas on having women in leadership positions. This is after attempts to get companies to voluntarily increase female representation (Castle, 2012).

Norway was the first to impose a quota of at least 40% females for publicly held firms with severe penalties for non-compliance (Hoel, 2008). Spain now requires 40% female representation (Srinidhi, Gul, & Tsui, 2011). Sweden requires 25% female representation (Srinidhi, Gul, & Tsui, 2011). Spain and France have imposed quotas of at least 40% females on large publicly traded companies by 2015 and 2017. Italy passed a 30% quota for public and state owned companies. The Netherlands has a quota of 30% female by 2016. Belgium has a quota of one-third female by 2018. The United Kingdom and Finland have imposed voluntary standards to promote gender balanced boards as well (Visser, 2011).

The challenge with imposing a quota system is that this may engender different forms of tokenism and trophy directors. Boards may be incentivized to hire one or two female directors only to meet the requirement without truly engaging them in the decision making process. In 2006, wife of former ex-senator Evan Bayh sat on eight boards. Other high profile women have sat on seven boards during the same year. Norway which leads the pack on women serving on boards, has some individuals servings on eleven boards.

Some companies have voluntarily imposed their own quotas without government mandates. Deutsche Telekom imposed a quota of 30% females in management positions by 2015. However, of the top 30 German companies, only Siemans AG has one female board member (Stevens & Espinoza, 2010).

The Rooney Rule

The National Football League (NFL) instituted a Committee on Diversity which created and implemented the Rooney Rule, named for former owner of the Pittsburgh Steelers, Art Rooney. The Rooney Rule was created to increase the number of African-American coaches and managers in the NFL. The Rooney Rule was adopted in 2003 and the number of African-American coaches increased from 6% to 22%. This is one argument for the power of imposing quotas to affect social change (Van Der Zon, 2012).

According to a study completed by the Ethical Investment Research Service (Maier, 2005), women on boards of over 1,600 companies listed on the Financial Times Stock Exchange (FTSE), only 7% have female representation. Only Norway at 25% and Sweden at 20% had percentages of women directors greater than the U.S. at 12.7% (Mateos de Cabo, Gimeno, & Nieto, 2012). Japanese companies come in at the other extreme with only 0.4% female board representation. The European Professional Women’s Network reported that of the top 300 European companies, only 8.5% have females serving on their boards, while 14.7% serve on U.S. boards (Fortune, 2011).
Arguments for Female Representation

There are some findings that female directors provide more robust discussion of issues that would not be tackled with all male boards (Clarke 2005; Huse and Solberg 2006; Stephenson 2004; McInerney-Lacombe, Billimoria, and Salipante 2008).

Having women on boards may also result in more effective communication with investors (Joy, 2008). According to Fondas and Sassalos (2000) diversity in boards improves their monitoring role partly because women have higher expectations regarding their responsibilities as directors. Greater diversity on boards engenders greater critical thinking with respect to problem identification and solving (Watson, 1993). Having more diverse boards may lead to a wider range of ideas and better idea generation. New female board members may have the fresh eyes of an outsider when looking at problems (Forbes and Milliken, 1999).

Female directors may exhibit greater diligence in monitoring company accounting and financial reports and reflect greater transparency in committees upon which they serve (Adams & Ferreira, 2009). All of this may allow for greater earnings capacity and quality due to this diligent oversight.

Studies suggest that having women on boards, specifically on the audit committee, demonstrate improved reporting discipline than male only committees (Brown & Caylor, 2004) and earnings quality (Xie, Davidson, & DeDalt, 2003).

Adams and Ferreira (2009) argued that female inclusion on boards improves attendance by all members and that the CEOs are more accountable, and decreases cost of capital (Gul, Min, & Srinidhi, 2010).

In one study 612 European Union banks from 20 different countries were surveyed. The survey was designed to determine the affect women's presence would have on bank boards. The lower risk banks have more women on their board. Banks with larger boards have a higher proportion of women on their boards. Banks that are focused on growth are more likely to include women on their board. Female directors may have access to resources and networks that male-only boards do not. If a board is more representative of the population, they may attract more customers by mirroring the shareholders (Biggins, 1999).

Outsiders are more likely to challenge the status quo and not go along with the CEO on initiatives (Raheja, 2005). The assumption that women are less qualified than men has been disproved. Females are just as qualified as men in terms of education, but may not have as much experience as men at the leadership positions. (Tefjesen, 2009).

Women are more empathetic and sensitive and adverse to high risks that led to the recent financial crisis of 2008 (Tefjesen, 2009). One additional benefit for having women serve on boards is the role models they would be for others to aspire to follow in their footsteps. Women account for 70% of the purchasing power in the economy. It is arguable that having women serve on visible leadership positions may prompt more women to purchase from those companies. According to the United Nations Convention on the Elimination of Discrimination against Women (2009), women on boards follow the internationally accepted laws that women should have the same access to opportunities and not be discriminated against due to gender.
In a survey of 326 board-level executives, two-thirds responded that they believe women bring a greater level of emotional intelligence to the board, which leads to an increase in cultural understanding, better board consensus, and greater creativity and innovation (Governance Newsletter, 2012).

The greater the percentage of women on boards and in senior management, the better the company’s financial performance. McKinsey and Company published a report in 2007 which profiled 500 European companies with a market cap of 150 million Euros. They found that companies with a higher proportion of women on their boards returned profits of 11.4% versus 10.3% (DeLoitte, 2011).

Table One

<table>
<thead>
<tr>
<th>Country</th>
<th>% of women on boards 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norway</td>
<td>34.25</td>
</tr>
<tr>
<td>Sweden</td>
<td>23.89</td>
</tr>
<tr>
<td>Finland</td>
<td>23.41</td>
</tr>
<tr>
<td>Philippines</td>
<td>19.05</td>
</tr>
<tr>
<td>South Africa</td>
<td>15.53</td>
</tr>
<tr>
<td>Denmark</td>
<td>14.4</td>
</tr>
<tr>
<td>Israel</td>
<td>14.13</td>
</tr>
<tr>
<td>Netherlands</td>
<td>13.7</td>
</tr>
<tr>
<td>United States</td>
<td>12.21</td>
</tr>
<tr>
<td>New Zealand</td>
<td>12.05</td>
</tr>
<tr>
<td>Colombia</td>
<td>11.36</td>
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<td>Germany</td>
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<tr>
<td>Turkey</td>
<td>9.86</td>
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<tr>
<td>France</td>
<td>9.47</td>
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<td>Switzerland</td>
<td>9.19</td>
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<td>Australia</td>
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<td>Poland</td>
<td>7.37</td>
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<tr>
<td>China</td>
<td>7.19</td>
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Belgium
Hungary
Singapore
Taiwan
Malaysia
Mexico
Czech Republic
India
Brazil
Indonesia
Italy
Chile
Portugal
South Korea
Japan

<table>
<thead>
<tr>
<th>Country</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Belgium</td>
<td>6.75</td>
</tr>
<tr>
<td>Hungary</td>
<td>6.45</td>
</tr>
<tr>
<td>Singapore</td>
<td>6.43</td>
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<tr>
<td>Taiwan</td>
<td>6.27</td>
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<td>Malaysia</td>
<td>5.88</td>
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<td>Mexico</td>
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<td>1.82</td>
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</tr>
<tr>
<td>Japan</td>
<td>0.89</td>
</tr>
</tbody>
</table>

Table 1: Percentage of Female Board Members, 2010
Source: Governance Metrics International, 2010

For the percentage of women serving on boards, N = 40, mean = 9.54, median = 8.28 with a standard deviation = 6.40. Norway has the greatest percentage of women serving on boards at 34.25%, followed by Sweden at 23.89%. Japan has the fewest females serving on boards with 0.89%.

Geert Hofstede Cultural Dimensions

Geert Hofstede is a Senior Fellow of the Institute for Research on Intercultural Cooperation and a Fellow of the Center for Economic Research at Tilburg University in the Netherlands (Hofstede, 1998). He defines culture as mental programming (Hofstede, 1983). Culture is that part of our conditioning that we share with all others of our group, region, or nation, but not with other nations, regions or groups (Hofstede, 1983). This includes more than just language, but includes all behaviors or norms that are considered socially acceptable.

Culture can be defined as a process that influences individual's behavior that creates relative stability, reflecting a collective knowledge structure that shares values, behavioral norms, and patterns of behavior (Scaglioni & Mujtaba, 2010). Culture has a system for dividing right from wrong, or good from evil (Scaglioni & Mujtaba, 2010). This process may be almost imperceptible, as it is a force so deeply ingrained within our natures that is nearly impossible to detect and analyze (Scaglioni & Mujtaba, 2010). Its presence and affect may not be observed or verified unless one compares these traits against other cultures (Scaglioni & Mujtaba, 2010). The greater the differences between the two cultures, the greater the behaviors, values, and attitudes will be noticed (Scaglioni & Mujtaba, 2010).
Hofstede created his model based on surveys he conducted of IBM staff in the 1960s and 1970s. This data allowed him to create four distinct cultural dimensions: Individualism v. collectivism; uncertainty avoidance; power distance; and masculinity v. femininity. A fifth dimension of long-term v. short-term orientation was added later. In 2010, he added a sixth dimension of indulgence v. self-restraint (Hofstede, 2011). For a summary chart of Hofstede’s original four cultural dimensions for 65 countries, see Appendix I.

Power Distance

Power distance refers to the degree of inequality among people that is viewed as being acceptable (Kotabe & Helsen, 2011). Hofstede (1983) assumes that all people are not created equal. They are not equal in physical and intellectual capacity. These inherent differences may lead to differing results in terms of wealth accumulation and social status. This degree of inequality is measured by Hofstede’s (1983) power distance scale. Hofstede (1983) translates this power index to the organization by the degree of centralization and how much the organization displays autocratic leadership. Cultures with a high power distance score are more likely to yield their personal power to those in charge (Hofstede, 1983).

Uncertainty Avoidance

Uncertainty avoidance refers to the extent to which people in a given culture feel threatened by the uncertainty of the future (Hofstede, 1983). Some cultures are more accepting of the unknown future and accept life as it unfolds (Hofstede, 1983). These cultures are more willing to take risks and are tolerant of others who are different from them because they do not feel threatened by them (Hofstede, 1983). Hofstede (1983) labels these cultures as having weak uncertainty avoidance.

Others are more uncomfortable with the concept that the future is uncertain and they strive to control and manage future outcomes (Hofstede, 1983). People in strong uncertainly avoidance societies exhibit a higher level of anxiety, which results in greater nervousness, emotional reactions, and aggressive behaviors. Hofstede (1983) characterizes these societies as having strong uncertainty avoidance traits. Companies in these cultures strive to minimize risk and create security (Hofstede, 1983). Creating an environment with materials boundaries for ourselves and our families is one way to mitigate this risk of an uncertain future (Hofstede, 1983). Another strategy to reduce this uncertainty avoidance anxiety is to institute laws and rules that rely on experts to guide us in our decision making (Hofstede, 1983). Finally, religion is a mechanism for combating the uncertainty of the future (Hofstede, 1983). Religion provides these cultures with a sense of something more powerful which results in lessening this anxiety of an uncertain future (Hofstede, 1983). In very strong uncertainty avoidance cultures, the religions are less tolerable of other religions that are different from their own (Hofstede, 1983).

Individualism

Individualism is a concept that compares how focused a culture is on their personal interests versus the collective group to which they belong (Hill, 2011). In individualistic cultures value is placed on individual achievement and freedom. In more collectivistic cultures, relationships are valued more than individual achievement (Hill, 2011). Individualistic societies are exemplified by looking out for themselves or their immediate family (Hofstede, 1983). In collectivist cultures,
the individual belongs to an in-group and they are loyal to that group and its relative success. In return, the individual receives protection and security from the in-group (Hofstede, 1983). The individualistic culture is loosely integrated and the collectivist culture is tightly integrated (Hofstede, 1983). Hofstede’s (1983) research indicates that countries that are more individualistic than collectivist, are wealthier than those that are more collectivist.

Masculinity - Femininity

Masculinity refers to the relationship between gender and roles at work. In highly masculine societies, gender roles are highly differentiated and masculine traits such as power and achievement are more valued (Hill, 2011). In more feminine societies, the roles between men and women were less pronounced and little difference was found between men and women who did the same job (Hill, 2011). Some cultures allow men and women to perform many different job junctions – which indicate a feminine proclivity (Hofstede, 1983). Other societies have very strict ideas of what type of jobs a man can do and what jobs are acceptable for women to perform (Hofstede, 1983). In a masculine culture, the revered traits included the overachiever or superhero (Hofstede, 1983). In a feminine culture, the favored behavioral attributes are for the anti-hero, or the underdog (Hofstede, 1983). The most masculine culture is Japan, followed by Germany, Austria, and Switzerland (Hofstede, 1983). The most feminine countries include Norway, Sweden, the Netherlands, and Denmark (Hofstede, 1983).

Femininity: the dominant values in society are caring for others and quality of life. Masculinity: the dominant values are achievement and success (Hofstede, 2011). The Masculinity side of this dimension represents a preference in society for achievement, heroism, assertiveness and material reward for success. Society at large is more competitive. Its opposite, Femininity, stands for preferences for cooperation, modesty, caring for the weak and quality of life. Society at large is more consensus-oriented.

High characteristics:

- Performance ambition, a need to excel
- Tendency to polarize
- Live in order to work
- Big and fast are beautiful
- Admiration for the successful achiever
- Decisiveness

Low characteristics:

- Quality of life, serving others
- Striving for consensus
- Work in order to live
- Small and slow are beautiful
- Sympathy for the unfortunate
- Intuition
The essential issue is related to what motivates people in a culture: wanting to be the best (masculine) or liking what you do (feminine) (Hofstede, 2003).

**Table 2: 2010 Masculinity Scores for Select Countries**

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<th>Country</th>
<th>Masculinity Score</th>
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Source: Hofstede, 2003

Sweden scores 5 and Norway scores 8 - which makes them the most feminine societies. They value consensus building and sympathy for those less fortunate, the underdogs. Being eco-friendly is important. The most valued rewards are not materially related but rather in extra time off from work and flexible work schedules. Extensive discussions and consensus building are valued in order to grow insights. The most effective managers are supportive in nature and achieve decisions through involvement (Clearly Cultural, 2012).

At the other extreme is Japan which is the most masculine culture. They are extremely competitive. However, due to being a very collective culture versus individualistic, their competitiveness is expressed between groups. This helps explain how they excel at production efforts, services – restaurants and hotels, and presentation – food production and gift wrapping. They also have a reputation for being workaholic, which also reflects their masculine tendencies.
Table 3: Correlation between Masculinity Index and Percentage of Women Serving on Boards
List of Countries Masculinity Index and % of women on boards, 2010

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<tr>
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Spain 42 7.96
Sweden 5 23.89
Switzerland 70 9.19
Taiwan 45 6.27
Thailand 34 10.39
Turkey 45 9.86
United Kingdom 66 8.46
United States 62 12.21

Table 3
Sources: Hofstede, 2003, Clearly Cultural 2010

The null hypothesis in this analysis is that there is not a correlation between Hofstede’s masculinity index and the percentage of women serving in board of director positions.

The alternative hypothesis is that there is a correlation between Hofstede’s masculinity index and the percentage of women serving in board of director positions.

Coefficient of Correlation – Pearson’s r

By conducting a statistical analysis of the percentage of women serving on boards and Hofstede’s masculinity index, there is a significant inverse relationship between Hofstede’s masculinity index and the percentage of women serving on board of director positions, $r = -.50$. Cohen (1998) indicates that $r = -.50$, is considered to be a large effect.

Conclusion

By correlating the percentage of women serving on boards with Hofstede’s masculinity index, it can be argued that culture may explain why more women are not represented in the highest realms of leadership, in spite of the fact that their presence on boards provides greater oversight and ultimately, improved financial performance. Cultural influences are deeply rooted and are still headline news. Josef Ackerman, the CEO of Deutsche Bank stated during an interview with CNN that having women on the board would make it “more colorful and prettier” (CNN, 2012). When challenged about his comments he tried to placate the ire of the press by stating that he was “merely being charming”. Angela Merkel, Prime Minister of Germany, responded by stating that if German companies do not get creative in developing women leaders, then she will (Spiegel Online, 2012). Norway and Sweden have imposed quotas to increase the presence of women on boards, and many other countries are following suit. While mandating actions to corporations to be more gender-diverse may be challenging to the status quo, it is one viable solution to improving the unequal representation. The Rooney Rule in the NFL was not popular when implemented, but has proved to be effective in creating greater diversity in head coaches and general managers.
However, getting the European Union to impose such a law is doubtful at best. The New York Times reported that the proposal to have females represented on 40% of all boards has already drawn opposition before the legislation has even been submitted for consideration. Nine countries signed a letter indicating they would refuse to agree with such legislation, if proposed. They indicate these decisions should be left to each individual country and that mandating any change for business leadership during a recession is unwise (Castle, 2012).

Having such a small percentage of women serving on boards suggests that we cannot fully appreciate the affect of having more female leadership. Research suggests that having more women on boards deliver greater transparency, audit oversight, increased participation, and increased profits. Is it not the fiduciary responsibility of the board members to demand such increased female participation? Publicly traded companies are legally bound to provide the greatest return on investment, while doing no harm. Therefore, they should be compelled to bring in the best leadership to maximize shareholder return. In fact, board members have a duty to act in the best interest of the shareholders, and can be held liable if they do not. Therefore, shareholders would be well served in demanding that leadership include more women to maximize their return on investment. While the EU struggles to mandate quotas for board membership, might the next step be legal action against a board for failing to do so? Proactively selecting to abide by the pressure would serve as a more efficient and effective model.
References


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<td>12</td>
<td>73</td>
<td>76</td>
</tr>
<tr>
<td>Austria</td>
<td>11</td>
<td>55</td>
<td>79</td>
<td>70</td>
</tr>
<tr>
<td>Hungary</td>
<td>46</td>
<td>55</td>
<td>88</td>
<td>82</td>
</tr>
<tr>
<td>Japan</td>
<td>54</td>
<td>46</td>
<td>95</td>
<td>92</td>
</tr>
</tbody>
</table>

Table 4 (Clearly Cultural, 2012)
For the masculinity index, \( N = 65 \), mean = 51.76, median = 56.00 with a standard deviation = 19.73.
Fiscal Irresponsibility Due to Lack of Women on Boards

Gregory S. Evans
November 22, 2012
Greg.Evans@phoenix.edu
“If you want sustainable growth, you need a healthy society”

Paul Polmon, CEO, Unilever

CNBC, Monday, November 19, 2012
Number of female 'Fortune' 500 CEOs at record high!!!
20

20 out of 500

4 out of 100

4%
Why is that?

My paper focused on several aspects of this important issue:

• Why aren’t more women at the “C” level?
• Should more women be at the “C” level and why?
• Hofstede’s masculinity index
• What can we do to move the needle?
Why aren’t more women at the “C” level?

• In 2010 the World Economic Forum surveyed 600 HR heads at the world's largest employers in 20 countries

• They asked them to identify what they saw as the biggest barriers to women's access to leadership positions.

• The top two factors, were:
  • "general norms and cultural practices in my country"
  • "masculine/patriarchal corporate culture."


From the following list, please use a scale of 1 (least problematic) to 5 (most problematic) to rate the following barriers to women’s rise to positions of senior leadership in your company. Select N/A if the option is not a barrier.

General norms and cultural practices in your country ........................................... 3.11
Masculine/patriarchal corporate culture ................................................................. 3.11
Lack of role models ......................................................................................... 3.03
Lack of flexible work solutions ........................................................................ 2.67
Lack of opportunities for critical work experience and responsibility ............ 2.62
Lack of adequate work-life balance policies ..................................................... 2.60
Lack of networks and mentoring ..................................................................... 2.54
Lack of company leadership commitment to diversity ...................................... 2.51
Lack of target-setting for participation of women ........................................... 2.39
Lack of acceptance of the use of diversity policies and practices ................. 2.38
Lack of adequate “re-entry” opportunities ....................................................... 2.36
Lack of childcare facilities ............................................................................. 2.32
Lack of monitoring of participation of women ............................................... 2.11
Lack of adequate information about existing diversity policies and practices ... 2.09
Lack of adequate parental leave and benefits .................................................. 1.99
Inadequate labour laws & regulations in your country .................................. 1.92

“The lack of balance is because of women and their choices usually perceived and framed as work / life issues.

The reality is that the lack of balance is usually because of the mindsets and cultures introduced and maintained by the majority currently in power.”
Should more women be at the “C” level and why?

• Equity argument
• Efficiency argument
• Transparency
• Participation
• ROI
Equity Argument

Equity argument – it is simply not fair for women not to be equally represented in leadership positions;
Working Women

- Women comprise 47% of the total U.S. workforce
- Women are projected to account for 51% of the total U.S. workforce by 2018
- 66 million women employed in the U.S.
  - 73% full-time
  - 27% part-time

(Source: U.S. Department of Labor, 2010)
What women in the U.S do

(Source: U.S. Department of Labor, 2010)
Efficiency argument – the population is half women, so if women do not serve in leadership positions, a significant percentage of human capital is being underutilized, and therefore, inefficient.

(Source: Gul, Min, & Srinidhi, 2010).
Fiscal responsibility

- Women attend more board meetings than men
- Women provide greater oversight on audit committees
- Women demand more transparency than men of financial reports

(Sources: Brown & Caylor, 2004, and Xie, Davidson, & DeDalt, 2003)
Fiscal performance – it has been shown that companies that have women actively engaged on their boards outperform other companies by 1.1%.

(Source: DeLoitte, 2011)
Revenue of 27.3 billion euros in FY 2010

Net profit of 2.3 billion euros in FY 2010

Missed opportunity to realize additional **25.3 million euro** in 2010

(Source: Deutsche Bank Annual Report, 2011)
In spite of all they bring to the boardroom...

- Equity argument
- Efficiency argument
- Transparency
- Participation
- ROI
Why not?

• There must be strong forces opposing having women serving on boards

• It has been suggested that the underlying reason is cultural...

• Closer look at cultural impact...
What is Culture?

A process that influences behavior
Creates relative stability
Reflects collective knowledge
Shares values, behavioral norms, and patterns of behavior.

(Source: Scagliotti & Mujtaba, 2010).
Hofstede’s Work

Geert Hofste conducted a study of IBM employees from 1967 – 1973

His findings defined 4 cultural attributes that summarized cultural differences:

- Power Distance
- Uncertainty Avoidance
- Individualism
- Masculinity

(Source: Hofstede, 2012)
Power Distance

Perceived degree of inequality among people that is viewed as being acceptable

High power distant cultures, tolerate a high degree of social inequalities

(Source: Hofstede, 2012)
Uncertainty Avoidance

Extent to which people in a culture are threatened by the uncertainty of the future

(Source: Hofstede, 2012)
Individualism

This aspect of culture compares the value of the individual versus the value of the group

“It is not from the benevolence of the butcher, the brewer, or the baker that we expect our dinner, but from their regard to their own interest.”
- Adam Smith

(Source: Hofstede, 2012)
Masculine Feminine

Masculinity refers to the relationship between gender and roles at work.

In highly differentiated masculine traits such as power and achievement are more valued.

(Source: Hofstede, 2012)
Masculine: Wanting to be the best

- Performance ambition, a need to excel
- Tendency to polarize
- Live in order to work
- Big and fast are beautiful
- Admiration for the successful achiever
- Decisiveness

(Source: Hofstede, 2012)
Feminine: Liking what you do

- Quality of life, serving others
- Striving for consensus
- Work in order to live
- Small and slow are beautiful
- Sympathy for the unfortunate
- Intuition

(Source: Hofstede, 2012)
Masculinity Index

(Source: Hofstede, 2012)
<table>
<thead>
<tr>
<th>Country</th>
<th>% of women on boards 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norway</td>
<td>34.25</td>
</tr>
<tr>
<td>Sweden</td>
<td>23.89</td>
</tr>
<tr>
<td>South Africa</td>
<td>15.53</td>
</tr>
<tr>
<td>Netherlands</td>
<td>13.7</td>
</tr>
<tr>
<td>United States</td>
<td>12.21</td>
</tr>
<tr>
<td>Germany</td>
<td>10.46</td>
</tr>
<tr>
<td>France</td>
<td>9.47</td>
</tr>
<tr>
<td>Switzerland</td>
<td>9.19</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>8.46</td>
</tr>
<tr>
<td>Hong Kong</td>
<td>8.29</td>
</tr>
<tr>
<td>Japan</td>
<td>0.89</td>
</tr>
</tbody>
</table>

(Source: Clearly Cultural 2010)
<table>
<thead>
<tr>
<th>Country</th>
<th>Masculinity Index</th>
<th>% of women on boards 2010</th>
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</thead>
<tbody>
<tr>
<td>Japan</td>
<td>95</td>
<td>0.89</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>66</td>
<td>8.46</td>
</tr>
<tr>
<td>United States</td>
<td>62</td>
<td>12.21</td>
</tr>
<tr>
<td>Norway</td>
<td>8</td>
<td>34.25</td>
</tr>
<tr>
<td>Sweden</td>
<td>5</td>
<td>23.89</td>
</tr>
</tbody>
</table>
Pearson’s r

\[ R = -0.50 \]

Very highly negatively correlated

Therefore, the higher the masculinity index, the fewer number of women serving on boards

Cohen (1998) indicates that \( r = -0.50 \), is considered to be a large effect
Josef Ackermann
CEO, DeutscheBank

“Having more women on boards will make them prettier and more colorful”

During an interview on CNN, 2011
Either you get creative in placing more women in leadership, or we will”

(Source: The Guardian, 2012)
What can we do to move the needle?

• Quotas
• Legal avenues
• Evolved mentorships
"Adults are more likely to act their way into a new way of thinking than to think their way into a new way of acting."

"It's done," Reding tweeted on Wednesday morning (11/14/2012).

"The Commission has adopted my proposal for a European law so that women represent 40 percent of company board members by 2020."
The European Commission has agreed to a gender quota for the boards of corporations across the Continent. The proposal faces a tough approval process in Brussels, but should it pass, 5,000 publicly traded companies would have to guarantee that 40 percent of their non-executive board posts be filled by women by 2020.
Do Quotas Work?

There is no clear answer if quotas are the right thing to do, but the results are clear...
The Rooney Rule, named for Steelers owner Dan Rooney, requires teams to interview at least one minority candidate when filling a head coaching position -- or be fined.

From 6% in 2003 to 22% in 2012.
Board members have a fiduciary responsibility to maximize shareholder return, while doing no harm.

It has been proven that women on boards increases ROI.

Therefore, a company is negligent by not having more women on boards.

Class action lawsuit can change the landscape quicker than quotas, sponsorships or gradual changes.
Sponsorship

Mentorship is reactive
Sponsorship is mentorship on steroids

Kick the doors down
Promote a woman today!

At any level
Are you aware?

- Do you know how many women are serving on your board?

- I challenge you to make others aware of this and sponsor a female leader today
Thank you

Gregory S. Evans
Campus College Chair
Europe Military Campus
November 22, 2012
Greg.Evans@phoenix.edu
Abstract: The main goal of this paper is to provide a theoretical understanding of corporate social responsibility and corporate marketing from a business point of view, highlighting the critical role of CSR in marketing, hence the similarities which arise from both. The paper also touches upon the deeper layer of the strategic relationship between corporate marketing management and corporate social responsibility. This paper integrates and builds on concepts in corporate marketing and CSR to provide that both are tools used by management which ultimately leads to key benefits for the company. The author will then examine some examples of multinational companies who claim the follow the proper principles of corporate social responsibility.

Keywords: Corporate Social Responsibility, Corporate marketing, social irresponsibility


Biographical Notes: Jaishree Asarpota works as Business Faculty in the Higher Colleges of Technology, Dubai, UAE. Jaishree got her MBA from the Heriot Watt University, UK in 1997. She also holds a Master’s Degree in Strategic Planning in addition to being an Associate Member of the Chartered Institute of Marketing, UK. Jaishree has over 15 years’ experience in teaching at graduate level, and over 10 years of industry experience working in an International Airline. Jaishree’s research interests are focused on marketing, consumer behavior and the retail environment.

A dedicated, energetic and motivated educator, Nancy Maloney has been working as a business instructor at Dubai Women’s College since 2003. She holds an MBA from Leicester University, UK and is currently working on her Ph.D. from the Swiss Management Center University (ABD). Her academic and community interests include IT supported education, organizational management, corporate social responsibility and the empowerment of women in all sectors of society.
Corporate Social Responsibility

A number of forces are driving companies to practice a higher level of corporate social responsibility as consumers become more knowledgeable of companies and specifically marketing practices. In addition, intensified competition and globalization has led to the development of many products at lower price levels. Tighter government legislation and the growth in pressure groups have also led to companies being more environmentally conscious, and finally, changes in the media scrutinizing corporate policies and regulations, particularly child labor, environmental emissions, etc., have led to increased consumers’ expectations. The purpose of this paper is to examine the concepts behind corporate social responsibility (CSR), corporate marketing and then identify if a business can be socially responsible or is it just corporate marketing efforts that are required to survive in the 21st century.

There is no universally agreed definition of CSR, and the concept is considered highly subjective as the term conjures up a variety of notions to different people. CSR is defined as ‘the policy and practice of a corporation’s social involvement over and beyond its legal obligations for the benefit of the society at large’ (Enderle & Tavis, 1998, p.1139). Mbare (2006) has suggested that the concept of CSR is not new and that the debate about business as a moral institution goes back to the days of philosophers like Plato, Aristotle, Kant, and Marx. There has always been tension between the roles of business and social goals; corporate social responsibility in the form of philanthropy has been practiced in the USA since the 1800’s (Sethi, 1977). In 1980, Jones defined CSR as:

"Corporate Social Responsibility is the notion that corporations have an obligation to constituent groups in society other than stockholders and beyond that prescribed by law and union contract. Two facets of this definition are critical. First, the obligation must be voluntarily adopted; behavior influenced by the coercive forces of law or union contract is not voluntary. Second, the obligation is a broad, extending beyond the traditional duty to shareholders to other societal groups such as customers, employees, suppliers, and neighboring communities" (Jones, 1980, 59-60).

Legendary economist Milton Friedman famously declared social initiatives as fundamentally subversive because he felt they undermined the profit-seeking purpose of public companies and wasted shareholders’ money. Freeman and Liedtka (1991) presented reasons why CSR is often abandoned, one of them being that, ‘Corporate social responsibility promotes incompetence by leading managers to involve themselves in areas beyond their expertise – that is, repairing society’s ills’ (pp 92-8). Michael Porter, in his lecture presented at the Harvard Business School in 2003, believes that CSR should be defined as preventing harm, rather than affirmative action. CSR was defined in three definitive terms by Porter; firstly, it is the job of CSR to be ethical - follow the law and show integrity in its business practices; secondly, its aspect is to mitigate or remedy any operational harm that companies do, for example, environmental harm; and thirdly, it is to ensure sustainable development, for example the protection of natural resources. The paper shares a quote from the renowned economist Adam Smith:

“Every individual necessarily labors to render the annual revenue of the society as great as he can. He generally indeed neither intends to promote the public interest, nor knows how much he is promoting it. He intends only his own gain, and he is in this, as in many other cases, led by an invisible hand to promote an end which was no part of his
intention. By pursuing his own interest he frequently promotes that of the society more effectually than when he really intends to promote it. I have never known much good done by those who affected to trade for the public good.” (*The Wealth of Nations*).

The International Organization for Standardization (ISO) defines Corporate Social Responsibility as ‘a balanced approach for organizations to address economic, social and environmental issues in a way that aims to benefit people, communities and society’ (Goetsch & Davis, 2010, p. 65). The key elements of CSR include the ethical aspects of business and workplace issues, such as human rights, occupational safety and health, business practices, governance, environmental management, consumer relations, marketplace activities, community involvement and social development.

The 21st century is the era of the emerging CSR industry. A brief summary of what CSR has stood for over the years is presented below:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950’s dimension</td>
<td>Obligation to the society</td>
</tr>
<tr>
<td>1960’s dimension</td>
<td>Relationship between corporate and society</td>
</tr>
<tr>
<td>1970’s dimension</td>
<td>Stakeholders’ involvement, well beings of citizens, a philosophy that looks at the social interest, help solve neighborhood problems, improve the quality of life, economic responsibility, legal responsibility, ethical responsibility and discretionary responsibility</td>
</tr>
<tr>
<td>1980’s dimension</td>
<td>Voluntariness; economically profitable, law abiding, ethical and socially supportive; economic, legal, ethical and voluntary or philanthropic</td>
</tr>
<tr>
<td>1990’s dimension</td>
<td>Stakeholders’ involvement, obligation to society, environmental stewardship; people, planet, profit</td>
</tr>
<tr>
<td>21st century dimensions</td>
<td>Integration of social and environmental concern; voluntariness; ethical behavior; economic development; improving the quality of life of the citizens; human rights, labor rights; protection of environment; fight against corruption; transparency and accountability.</td>
</tr>
</tbody>
</table>

Table 1: CSR Evolution Adapted from Rahman, 2011

**Corporate Marketing**

The changing attitudes of consumers have driven marketers to find new ways to make marketing relevant to society, dialogue-seeking, responsive and involving (Ptacek & Salazar, 1997). The societal marketing concept introduced in the 1970s called upon marketers to build social and ethical considerations and interests into the model (Abratt and Sacks, 1988; Singhapakdi, 1999).
Kotler (2003) referred to the social marketing concept as one that ‘determine the needs, wants and interests of target markets and to deliver the desired satisfactions more effectively and efficiently than competitors in a way that preserves or enhances the consumer’s and the society’s well-being’ (pp 26-27).

Marketing specialists had been successful in satisfying the individual consumer needs and wants; critical voices suggested that marketers had been failing in terms of providing welfare to society and its stakeholders. Marketing specialists explore the possibilities that consumers would prefer to buy products from organizations that are able to invest in community welfare, in addition to promoting their business interests. If marketing concepts are compared to welfare considerations of society, the concept of societal marketing is the one to enjoy the greatest popularity when regarded from a CSR perspective (Zaharia, 2002).

Kotler & Armstrong (1999) refers to the importance of stakeholders, not just customers which is the commonly held belief that marketing is only related to customers; stakeholders, such as employees, shareholders and society at large, should be of utmost importance to all, if the long term activities of the organization are to be sustained in the long run, ‘...creating, maintaining, and enhancing strong relationships with customers and other stakeholders. The goal is to deliver long term-value to customers and the measure of success is long-term customer satisfaction’ (Kotler & Armstrong, 1999, p. 550).

In 2004, the American Marketing Association revised the official definition of marketing which had been stable since 1985: ‘Marketing is an organizational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders’. This was the first time that stakeholders were acknowledged and that the practice of marketing should benefit society. Stakeholders were clearly articulated as partners, which further emphasized the importance of stakeholders and their partnership with a company creating the concept of a win-win relationship. This is a stark contrast to the economic focus of business as solely for the purpose of profit-making; a shift in aims moved to balance the power of business and its stakeholders.

Kotler and Keller (2006) discussed the need to ensure companies incorporated ethical and social aspects into their marketing activities and programs. They revamped the definition of marketing, ‘....organization’s task is to determine the needs, wants, and interests of target markets and to deliver the desired satisfactions more effectively and efficiently than competitors in a way that preserves or enhances the consumer’s and the society’s well-being’(Kotler & Keller, 2006, p. 22). Hence the need to protect society through environmental and social aspects became the new marketing scheme. Social marketing can generate long-term profits, ensuring long-term survival for the organization and achieving competitive advantage (Collins, 1993).

Balmer and Greyser (2006) refer to corporate marketing as a philosophy rather than a function; the philosophy is supposed to permeate how people in the organization think and behave on its behalf; their enthusiasm is also reflected in the marketing literature (Kotler & Lee, 2005; Maignan, Ferrell, & Ferrell, 2005; Sen & Bhattacharya, 2001). Marketing scholars are interested in developing a conceptual framework to integrate CSR and marketing, leading to a corporate –level marketing concept (Maignan & Farrell, 2004). Balmer’s (2006) identified six elements (6Cs) of the corporate marketing mix; character (corporate identity); communication
Asarpota & Maloney | 5

(corporate communications); constituencies (marketing and stakeholder management); covenant
(corporate brand management); conceptualization (corporate reputation) and culture
(organizational identity).

Character (corporate identity)

Corporate identity has become a major topic in the field of marketing studies (Elbanna & Child,
2007). Further research indicates that corporate identity is a means of enhancing competitive
advantage to the organization, and the importance of the corporate identity to its stakeholders. Corporate identity affects the total performance of corporate organizations (Olasky, 1987;
Gorman 1994; Balmer & Gray 2000). Initially, corporate identity was considered by marketers
on the designing and representation of an organization’s logo, letterhead papers and other such
documentation. More recently, companies understand that all behavior of the organization is
translated into the organization’s identity (Stuart, 1999). The job of the corporate organization
is to build and maintain the corporate identity of the organization.

Communication (corporate communication)

Philip Kotler (2006, p. 537) stated that marketing communications activities contribute to brand
equity in a number of ways; by creating awareness of the brand, linking the right associations to
the brand image in consumers memory, eliciting positive brand judgments or feelings and/or
facilitating a stronger consumer-brand connection. Keller (2002) believes that several
marketing communications, for example, advertising, promotion, event marketing/sponsorship,
corporate ownership appears to have a powerful influence on consumers’ perception of brand
quality, and therefore emphasizing country-of-origin information in marketing activities can help
improve the evaluations of brand image. All these activities contribute to create a positive
image for the organization, and communicate the message that the company intends to send to
its stakeholders.

Constituencies (marketing and stakeholder management)

Management must appreciate that exploiting stakeholders will not result in long term value for a
firm. It is generally believed that a business, which is sensitive to societal needs, will maximize
its profits over the long-run as labor quality will be improved; recruitment and retention will be
easier; and general community harmony will be enhanced. A prevailing understanding of CSR is
based on the notions of stakeholder’s expectations (Whetten, Rands & Godfrey, 2001). Mohr,
Webb & Harris (2001) believe that the scope of CSR focuses on the company’s commitment to
improve stakeholders’ and society’s well-being; both of these concepts are of the utmost
importance to corporate marketing (Balmer & Greysyer, 2006). According to Freeman and
Velamuri (2005), ethical values and outcomes of sustained profit growth and innovativeness are
strongly connected. Integrating the concepts of business, ethics and society, will require firms to
take a holistic approach to their place in the world.

Covenant (corporate brand management)

Keller (2008) has highlighted that although brands may be as important as ever to consumers, in
reality brand management may become increasingly more difficult. Keller highlighted the factors
that have made brand management more challenging for organizations:
Savvy Customers - Increasingly, consumers and businesses have become more experienced with marketing, more knowledgeable about how it works, and more demanding.

Brand Proliferation – In the branding environment, there is a proliferation of new brands and products, in part spread by the rise in line and brand extensions.

Media fragmentation – There is an erosion or fragmentation of traditional advertising media and the emergence of interactive and nontraditional media, promotion, and other communication alternatives.

Increased competition – The marketplace has become more competitive, many new competitors have emerged due to globalization, low-priced competitors have emerged.

Increased costs – The costs related to the introduction a new product or in supporting an existing product have increased rapidly.

Greater accountability – Marketers find themselves responsible for meeting ambitious short-term profit targets, because of financial market pressures and senior management imperatives.

All of the above factors have led to a shift in emphasis from product brands to corporate brands as a communicator of corporate ideology and image.

Conceptualisation (corporate reputation)

Companies today believe that satisfying customers, employees and other stakeholders and achieving business success are closely tied to the adoption and implementation of high standards of business and marketing behavior. The most obvious link of CSR a company’s overall performance is related to the firm’s reputation. Reputation, which is closely related to brand awareness, aids in brand differentiation. A brand’s reputation is defined as ‘a collective representation of a brand’s past actions and results that describes the brand’s ability to deliver valued outcomes to multiple stakeholders’ (Fombrun & Rindova, 1996).

Corporate culture

This refers to the collective feeling of employees as to what they feel they are in the setting of the organization. These beliefs are derived from the business roots and the heritage of the organizations and from these stem the values, beliefs and assumptions about the company. Individuals then seek membership and confirmation of the organization, trying to share the common values with other employees and the business. This is important because an organization culture is established between the customers, employees, suppliers, and all are partners to the business.

The relationship between CSR and Marketing

Kotler, one of the most renowned authors in the field of marketing, dedicated an entire book to CSR (Kotler, P; Lee, N; Corporate Social Responsibility: Doing the Most Good for your Company and Your Cause; Hardcover, 2004), where he highlighted several marketing strategies that a company can implement and the results that derive from it. Some of the CSR strategies mentioned include areas in: cause promotion; cause related marketing and corporate philanthropy, are explained below.
Cause promotion

In cause promotion, the company supports a social cause through promotional sponsorships which help promote the corporate image of the organization. It may also help in creating positive brand awareness; it can also be used as a means of creating competitive advantage for the firm and improve the perception of the brand itself. One example of the cause promotion campaign is the 'Avon Breast Cancer Crusade' that aims to promote awareness and research to find a cure to prevent breast cancer.

Cause related marketing

There have also been developments in the cause-related marketing, CRM, which means linking the companies' charities with a product and a company. Mullen (1997) believes that cause-related marketing is a dynamic way to build brand equity, it creates added value for the company and affects positively the financial performance. Cause related marketing is also a tool to build reputation (Siltaoja 2006) and to create corporate image (Demetriou, Papasolomou & Demetris, 2010). Cause related marketing helps marketers stay in touch with the public mood, since it makes them seem more trustworthy, sensitive and relevant to society (Duncan & Moriarty, 1997). Companies today use their resources and abilities to respond to the environmental and ethical concerns of society and customers. By working together, business and society can support social causes as they have the potential to add value for both partners. Additionally, businesses may see the emergence of new market opportunities.

Corporate Philanthropy

Corporate philanthropy is a good way of advertising (Kotler and Lee, 2005); it helps build corporate image and reputation; it enhances moral behavior and increases loyalty among stakeholders; and finally, it provides benefits both for society and business. Michael Porter (2003) stated that corporate philanthropy is an affirmative course of action as it is about using corporate money and other resources to create social value. The real goal of philanthropy, according to Porter, is to maximize the social value created. Enhanced reputation can be an important benefit of corporate philanthropy, but that should be viewed as a secondary benefit or by-product.

Companies Committed to CSR or not?

Ernst and Young (2002) suggest that five key drivers have influenced the increasing business focus on corporate responsibility: greater stakeholder awareness of corporate ethical, social and environmental behavior; direct stakeholder pressures; investor pressure; peer pressure and an increased sense of social responsibility. The business case for CSR is seen to focus on a wide range of potential benefits (Bevan, Isles, Emery & Hoskins, 2004). The likely benefits included:

- improved financial performance and profitability
- reduced operating costs
- long-term sustainability for companies and their employees
- increased staff commitment and involvement
enhanced capacity to innovate, good relations with government and communities
- better risk and crisis management; enhanced reputation and brand value
- development of closer links with customers and greater awareness of their needs

The rest of this paper will focus on case studies of reputed companies and their varying approaches toward incorporating social issues into the business; the paper discusses whether companies are capable of addressing society's ills by evaluating the management decisions and the media attention received for their alleged social responsibility initiatives.

Ben & Jerry

Ben and Jerry is often cited as a prime example of a company that has succeeded in the area of CSR (Dennis & Neck 1998) and also is considered a pioneer in the field of societal marketing (Kotler 2003). Ben and Jerry company philosophy has received much media attention, because of the several CSR-related success stories. The company’s compensation packages have been considered higher than America’s largest employers (Laabs, 1996). Major advocates of creating joy in the workplace, the company sponsors activities designed to improve morale.

There are other examples of positive social responsibility, the company paid a premium of $345,000 for milk and cream that was Bovine Growth Hormone (rBGH) free; the chemical is considered unhealthy for cow and affects the nutritional value of the milk produced. Additionally, Ben and Jerry also boasts of having six partnerships with franchises owned by ‘non-profit organizations’ working to meet employment, training and other social needs of disadvantaged people. The company waived the normal franchising fees (Ben & Jerry’s Social, 1996). Bavaria, Becker & Billleness also reported in 1994 that Ben & Jerry donated 7.5% of its pre-tax profits to charity. Ben and Jerry have also been involved in creating a new ice-cream product, Rainforest Crunch, which contains nut products from the Amazon rainforest; proceeds from the sale of the nuts were to be used to preserve the Amazon rainforest.

Dennis and Neck (1998) discussed possible examples of social irresponsibility by Ben and Jerry. For example, the company was not able to purchase needed supplies of the nuts from the rainforest. In fact, the company purchased only 5% of the rainforest nuts required for Rainforest Crunch; the remaining 95% of the nuts were purchased from commercial suppliers (Entine, 1995). One of the major Latin American nut suppliers had a notorious reputation for killing labor organizers. Further, rainforest natives were forced to sell off more land rights to the commercial suppliers (Dennis & Neck, 1998) thereby making their situation worse off. Although the intentions of the company may have been good, the results were not positive, and did not fit the image of a socially responsible organization.

In another instance, one of Ben and Jerry’s nonprofit organization partnerships, La Soul Bakery who employed recovering drug addicts and alcoholics (Rosin, 1995) felt that Ben and Jerry caused the demise of their bakery (Dennis & Neck, 1998). La Soul Bakery supplied apple pie frozen yogurt to Ben and Jerry for a two year period in the 1990s, but when product sales started to wane, Ben, the co-owner of Ben and Jerry’s, told the bakery that the non-profit shouldn’t worry as they would continue to work with them. The entrepreneur suffered a $500,000 loss when Ben
and Jerry drastically reduced their orders in May 1994, after supplying them successfully for two years; the orders were stopped completely in June 1994.

Ben and Jerry has also been criticized for the high price of its ice cream, because a socially responsible company would try to sell a product that Americans could afford. There were also health concerns about the suitability of the product; it was believed that the company is selling a product that has a very high fat content, thereby increasing the risk of stroke-related disabilities.

The above is an example of a company that struggled to handle socially responsible actions in a complex global market; this may suggest that Ben & Jerry’s business mission was to maximize sales and profits, and not social responsibility. The question remains the same; can any business be classified as completely social responsible?

**Kellogg: CSR or Advertising**

Kellogg’s has a campaign that states that 1 in 4 children in the United States have no breakfast and the company aimed to provide 1 million breakfasts by the beginning of the 2011-2012. However, the website, [http://www.justmeans.com/tag/CSR-Education](http://www.justmeans.com/tag/CSR-Education) reports that some of the products that Kellogg promoted as part of its campaign, including frosted flakes and nutri-grain bars, contain very high levels of sugar, and frosted flakes contain high-fructose corn syrup, both unhealthy ingredients. The nutri-grain bar, which is promoted as a healthy breakfast or snack option, contains more than 30 largely synthetic ingredients, HFCS and high levels of sugar, no real fruit, only fruit puree and 3 grams of fiber. Generally, in most of the products, for example, rice krispies, mini-wheats, and eggo waffles, there is concern because of the amount of added sugar in each of these products. As reported by [http://www.justmeans.com/tag/CSR-Education](http://www.justmeans.com/tag/CSR-Education), Kellogg spent $465 million on advertising from January through September 2010, which is a colossal amount compared to the $200,000 spent on feeding hungry children. The question remains the same; can any business think of profit maximization and believing in protecting the world and society at large?

**Taco Bell’s Beef**

Taco Bell advertised its beef products in the following manner:

> At Taco Bell, we buy our beef from the same trusted brands you find in the supermarket, like Tyson Foods. We start with 100% USDA-inspected beef. Then we simmer it in our proprietary blend of seasonings and spices to give our seasoned beef its signature Taco Bell taste and texture. We are proud of the quality of our beef and identify all the seasoning and spice ingredients on our website. Unfortunately, the lawyers in this case elected to sue first and ask questions later – and got their ‘facts’ absolutely wrong. We plan to take legal action for the false statements being made about our food. (Vijayaraghavan, 2011).

Upon closer inspection however, the ‘proprietary blend of seasonings’ used in the beef included Soy Lecithin, Silicon Dioxide, ‘natural’ smoke flavor, etc. (Vijayaraghavan, 2011). The pink slime debacle raised numerous questions about the contents in the meat at fast-food restaurants; the pink slime, aka materials off of slaughter house floors, is rich in pathogens like E. coli and
antibiotic-resistant bacteria such as salmonella. The company has refuted this claim saying that the product is approved by the relevant authorities, the USDA (United States Department of Agriculture). The question remains the same; can any business effectively produce or sell products that are not harmful to its stakeholders, satisfy its customers and achieve profit maximization?

**CSR initiatives of Body Shop International**

Anita Roddick, the founder of Body Shop International (BSI), ‘wanted to establish a business that was socially responsible. The cornerstone of the company is that she was able to have a business with ethics,’ (Rosenthal, 1994). BSI’s philosophy of social responsibility has always received positive attention in the media. In fact, the company is associated with environmental concerns and human rights, making this a competitive advantage for all of the Body shop products. Dennis, Neck and Goldsy (1998) discussed that the organization was ‘less than perfect’ in its claims of social responsibility and environmental concerns. The authors highlight behavior that can be viewed as social irresponsibility by BSI.

One of the most acclaimed initiatives undertaken by the company was the *Trade-not-Aid* program. An example of one of the project’s partnerships was the purchases of nut oil from the rainforest Kayapo Indians. The villagers, who collect the nuts from the grounds of the rainforest, are paid above-market prices. The company says the nuts are the only sustainable alternative to the logging and mining that threaten the rainforests (Rosenthal, 1994). The benefits of the Trade not Aid program have also been under scrutiny. Entine (1995a) claimed that the company ‘misrepresents its ethical trading practices’.

Turner (an anthropologist at the University of Chicago) states that the firm’s work with the Kayapo is a ‘public relations ploy above all’ which aids the Body Shop in promoting its image while offering the Kayapo little trade in return. The Body Shop has used images of the Kayapo extensively in its stores and its ‘information broad-sheets.’ According to Turner, the Kayapo have not been compensation for these images, which have furthered the Body Shop’s corporate image as an environmentally and culturally sensitive company’ (Bavaria, Becker & Billenness, 1994).

Dennis, Neck and Goldsy (1998) stated that the company may not been entirely truthful with the public on the issues regarding animal testing and its products. Body Shop promoted its products as ‘natural’ and ‘not tested on animals’. An internal company memo from 1992, ‘noted that 46.5% of its ingredients have been tested on animals’ (Entine, 1995b). In 1996, the European Union’s Department of Trade and Industry banned the company’s use ‘against animal testing’, label stating that it deceives customers (Entine, 1997). Body Shop’s initial claim that its products are all natural may not be accurate, because the company later claimed its products to be ‘naturally-based,’ (Bavaria, Becker & Billenness, 1994). Entine, 1995b, concluded, that ‘in most of their products the company uses only the tiniest fraction of a percent of exotic, organic ingredients, not enough to have any effect. It’s all for show’ (p. 54-59).

There have been other instances, where the company has not lived up to its image as an environmental responsible organization. In a company warehouse in New Jersey, there was evidence of three product leaks into the local sewerage system. Officials of the Hanover
Sewerage Authority traced at least 62 gallons of shampoo and shower gel back to the BSI facilities (Bavaria, Becker & Billeness, 1994).

In 1995, BSI initiated a campaign against domestic violence, called ‘Blow the Whistle on Violence against Women’ the program consisted of ‘training for employees, including sessions with experts in the field of domestic violence and sexual assault’ (Edelson, 1995). As quoted by Dennis, Neck and Goldsy 1998, ‘the company used windows and merchandising space to promote their cause and sent postcards to Speaker of the House Newt Gingrich and then-Senate Majority leader Bob Dole, asking them for full funding of the violence against Women Act (Edelson, 1995). The company also planned a campaign to sell whistles and T-shirts to raise money for YWCA and Outward Bound’s ‘Women of Courage’ program for survivors of violence’ (Edelson, 1995).

The previously mentioned BSI activities are not without positive financial advantage to the company. In 1998, Anita Roddick was reportedly worth $250 million, with an annual income of $1 million, ‘arguable the most financially successful self-made business woman in the world’ (Entine, 1995a).

BSI has projected a positive socially responsible image into customers’ minds. The firm has proven over the years that it satisfies customers' needs in terms of product offerings and has created profits for its shareholders. The marketing objectives of the organization as a socially responsible enterprise have been achieved. The product positioning is unique, and the firm has enjoyed a competitive advantage in the cosmetic industry for decades. Has CSR been implemented at all levels of the organization - it appears that the company may not be so green after all. The questions remain the same. Can any business be classified as completely social responsible? Is business to be held accountable for corporate social responsibility or is it just another new buzzword for Corporate Marketing that MBA graduates have to learn in order to get lucrative jobs in the market?

**Conclusion**

‘The modern organization exists to provide a specific service to society. It therefore has to be in society. It has to be in a community, has to be a neighbor, has to do its work within a social setting. But also it has to employ people to do its work.’ (Drucker, 1986, p. 228)

The world needs to focus on long-term investment in CSR and sustainability. These efforts must be consolidated, not just across the public and private sectors, but in the education sector as well. Business, government and educational establishments, both private and public, have equal responsibility toward socio-environmental issues. In the past, the buzz words of an MBA graduate included customer satisfaction, profit maximization and delighting the customer. In the current business environment, the catch phrases of business schools are corporate social responsibility, corporate philanthropy, and sustainability. Moving away from marketing rhetoric toward implementation is required if a business is to be socially responsible. The role that academia needs to play in altering the current mind set of business professionals cannot be overstated.
There are no clear-cut answers to the current ills of the world in the 21st century, but neither are there clear-cut solutions. Maybe it is time for organizations to take the lead and ensure that they ‘say what they mean’ and ‘mean what they say’. The author leaves the reader with the following questions to ponder:

1. Can any business be socially responsible in this global competitive marketplace?
2. Can any business be classified as socially responsible when/if positive media attentions on their CSR activities increase the financial returns of a company/image of the company?
3. Can any business fulfill all its roles; profit maximization, customer satisfaction; protecting the environment; and observing the social concerns of society and its stakeholders?
4. Do educators have a role to play in creating ethical business graduates?

More research is required to answer these questions; hopefully, the ideas presented in this paper will serve as a catalyst for further empirical research.
References


CORPORATE SOCIAL RESPONSIBILITY – JUST ANOTHER WORD FOR CORPORATE MARKETING?

Jaishree Asarpota          Nancy Maloney

Presented at ACBSP Conference, Switzerland
November 2012
Outline

Definition of CSR
Corporate Marketing
CSR and Marketing
6C’S of Corporate Marketing Mix
Benefits of CSR
Libertarian Perspective
Cases
  Ben and Jerry
  Kellogg
  Body Shop
Conclusion
‘I have never known much good done by those who profess to trade for the public good.’

Adam Smith, *The Wealth of Nations*
‘The policy and practice of a corporation’s social involvement over and beyond its legal obligations for the benefit of the society at large’.

Enderle & Tavis, 1998
‘A balanced approach for organizations to address economic, social and environmental issues in a way that aims to benefit people, communities and society.’

**ISO definition of CSR**
Corporate Marketing

‘......... creating, maintaining, and enhancing strong relationships with customers and other stakeholders. The goal is to deliver long term-value to customers and the measure of success is long-term customer satisfaction.’

Kotler & Armstrong
Marketing scholars are interested in developing a conceptual framework to integrate CSR and marketing.
‘CSR promotes incompetence by leading managers to involve themselves in areas beyond their expertise – that is repairing society’s ills’

Freeman and Liedtka,

Libertarian Perspective
Cases
Ben and Jerry’s company philosophy has received much media attention, because of several CSR-related stories.

- High compensation packages; create joy in the workplace
- Paid a premium for milk
- Partnerships with franchisers
Ben and Jerry’s

- 95% of the rainforest nuts supplies obtained from commercial suppliers, some who had a notorious reputation for killing labor organizers.

- high price of its ice cream

- La Soul Bakery employed recovering drug addicts and alcoholics. The entrepreneur suffered a loss of $500,000 when Ben and Jerry drastically reduced their orders.
Kellogg’s is famous as a healthy breakfast cereal provider.

- plan to provide a million breakfasts for children in American as 1 in 4 children.
Kellogg’s products contain very high levels of sugar and high fructose corn syrup, both unhealthy ingredients.

- Nutri-grain bar contains 20 large synthetic ingredients and only 3 grams of fibre.
- Kellogg spent $465/- million on advertising in 2010 while it spent $200,000 feeding hungry children.
Body Shop founder Anita Roddick, ‘wanted to establish a business that was socially responsible.’

- The company is associated with environmental concerns and human rights
Body Shop

- ‘in most of their products the company uses only the tiniest fraction of a percent of exotic, organic ingredients, not enough to have any effect. It’s all for show.’

   Entine 1995

- Internal statistics from Body Shop indicated that 46.5% of its ingredients were tested on animals.
Can any business be socially responsible in this global competitive marketplace?
Gender, Sustainability, Cyber Security, and Quality Improvement: eBusiness Management at a UAE Women’s College

Alfred H. Miller, Ph.D.
Fujairah Women’s College
P.O. Box 1626, Fujairah, United Arab Emirates
Direct +971 9 201 1325
Mobile +971 50 324 1094
Fax +971 9 228 1313
Thailand +66 8 0573 7699
USA +1 573 384 3355
http://th.linkedin.com/in/alfredmiller
amiller@hct.ac.ae
Skype ID charlie.drillco

Abstract: Multi-method ethnographic field research, employing prescriptive and descriptive methods, and reciprocal benefits of triangulation to investigate a range of management themes, revealed Women students’ management efficacy as an important moderating factor. Study context was United Arab Emirates-based, Fujairah Women’s College, Higher Colleges of Technology; where learning outcomes of female Emirati Bachelor’s Degree students, of the E-business Management program motivated skill acquisition in three managerial areas.

Keywords: UAE, Sustainability, Corporate Responsibility, Gender, Business Schools, Corporate Management, Higher Education Teaching and Learning, Dynamic Citizen Model, UN Global Compact, Principles of Responsible Management Education, PRME, Entrepreneur

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Biographical Notes: Alfred Miller is Business Faculty, Fujairah Women’s College, Higher Colleges of Technology. Alfred has fulfilled three research awards from the Wharton Business School including residency (Ian MacMillan Global Faculty Development Program) at the University of Pennsylvania in 2011. Teaching strategy centers toward student ownership of innovative entrepreneurial projects, and developing entrepreneurial skills transferrable to the real world. Review assignments include an NSF grant in cyber behavior, and NETs 2012 (Bangkok) where Alfred presented and chaired a session. Research has resulted in peer-reviewed publications—most recent being the International Journal of Cyber Society and Education. Dr. Miller is Managing Director of Charlie Drillco Ltd. (Thai). Prior industry experience includes NGWA recognition for leadership as VP-Operations and leveraged-buyout partner—St. Charles Drilling, lifetime member of the Teamsters (logistics), and assignment to liquid plants on Kwajalein Island, for the Ronald Reagan Missile Defense Project. Military service during the Cold War included a 2 year East German Border mission.
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Introduction

Since the United Arab Emirates’ (UAE) founding as an independent country in 1973, the government has sought to advance the nation’s well-being at the collegiate level. The nation’s first university, UAE University, was founded in academic year 1977/78, followed by fellow government institutions, the Higher Colleges of Technology in 1988, and Zayed University in 1998 (UAE Interact, 2012). Today a mix of public, private and globally partnered higher education institutions can be found in the UAE (Embassy of the United Arab Emirates, 2012).

To investigate themes of management efficacy in sustainability and corporate responsibility with a special focus on Gender, in the context of a business school, a mixed-method study was chosen. Decision making by a group of E-Business Emirati ladies was followed at the project level from the second semester of their third year through the beginning of their fourth year. Business management decisions were made in three areas.

First, meaningful choices made by female Emirati Nationals in the bachelor's of e-Business degree program toward selection of effective and appropriate Web-based advertising channels was assayed. The assessed area of competence for the students was delivery of a sustainability and corporate responsibility-focused message. Communication was targeted at Middle East-based network security professionals working in a cyber security capacity for supervisory control and data acquisition (SCADA) networks.

Second, an e-commerce project by the Fujairah Women’s College student’s which proceeded successfully on a commercial level, ultimately raised sufficient funding to contribute to the organizations corporate responsibility mandate. The project evolved as these ladies, proposed a range of Green and sustainable technologies. Collectively, they proposed a large relational contracting business group.

Finally, a preliminary investigation was conducted, of a membership bid, for Principles of Responsible Business Education (PRME), part of the United Nations Global Compact (UN Global Compact) on behalf of HCT-Fujairah Colleges. Analysis of these three teaching approaches at a women’s college, give triangulatory reciprocal benefit toward assessing net gain moderated by gender in the sustainability and corporate responsibility management process.

Research Questions

The first qualitative thrust of the study, examined media engagement via the propensity of E-business Management program ladies, to select from certain media types to deliver a sustainability message to an assigned target audience. It was hypothesized, that bachelor of E-
Business Management students, would select a mix of media methods, to promote a sustainability message, rather than rely on a single media type to dominate this mix. A second qualitative portion of the study, investigated how these same students, would take their profit oriented website and brand concept, and extend this as a sustainable development and corporate responsibility focused site. Finally, this study sought to explore, how female UAE Nationals, could promote Global engagement to corporate management, organic to Fujairah Women’s College, part of the Higher Colleges of Technology, on institutionally sustainable development and corporate responsibility. Together, these three research questions create insight toward the development of management competency in female e-business learners.

Q1. What Web-based media, will female UAE Nationals, in the Bachelor of E-business Management degree program, select, to target a Middle East and North Africa regional audience, with a cyber security-based, sustainability and corporate responsibility message?

Q2. What is the operationalization, of a sustainability-oriented Web-based concept by female UAE Nationals in the Bachelor of E-business Management degree program?

Q3. How can female UAE Nationals in the Bachelor of E-business Management degree program, use quality improvement, to promote Global engagement on topics of sustainability and corporate responsibility for their institution?

Literature Review

The literature review was used to construct a background of research for gender and sustainability, directed toward the research questions. First, the literature review, briefly investigated demographic factors that place the implications of Gender into perspective for the women of the Arab World, in higher education, business and social media. Then, importance of sustainability as a nexus of corporate responsibility, for the United Arab Emirates is explored. This discussion is followed by a regional view on technology adoption, which aims toward a cyber security perspective. Finally, academic strategic management literature to support the relational-contracting, business group model is reviewed.

Historically, literacy rates in the Arab World lag for women, at 63%, in comparison to men at 81% (UNESCO, 2010). However, as an exception, the UAE has reached gender parity in literacy (UNESCO, 2010). Levels of female participation in education is high—in fact, institutions such as the Higher Colleges of Technology experience a system-wide gender ratio skewed 65% to 35% in favor of women (Higher Colleges of Technology, 2011). While an improvement over the past, only 30% of small and medium size UAE enterprises were managed by women (Bowles, Al Dabbagh & Gargani, 2012). Female participation in the knowledge-based economy (KBE) remains uninspiring (Abdulla & Ridge, 2011; IKED 2010). Ghubash (2012), at the Dubai School of Government, spoke of prevailing patriarchal attitudes and social norms that diminished women’s intellectual and scientific opportunities in the Arab World. Predicating these shortcomings upon notions of religious reference, and gender roles considered acceptable, thus increasing difficulty by women in comparison to men, toward gaining prominent academic and intellectual positions (see Zamen and Farah, 2011).
Current unemployment data from 2011, assessed UAE National workforce unemployment, to be 13.8%, with 2% accounted for by males and 12% accounted for by females (Rutledge, Al Shamsi, Bassioni, & Al Sheikh, 2011). While female unemployment numbers as a percentage of Emirati Nationals seem grim, they are in fact an improvement over 2005 numbers, wherein the 15-24 year old female age group experienced 35% unemployment, and the 25-29 year old female age group, experienced 15% unemployment (IKED, 2010). Greater involvement of women in the knowledge-based economy is required to move beyond the expectant stage of development (IKED, 2010). Relatively low involvement of women in the development of the knowledge-based economy, is contrasted in dichotomy with the Government of Abu Dhabi (2008), and Government Abu Dhabi, Executive Council (2009), both aiming toward technology diffusion in information and communications technology (ICT), as a way to pursue innovation, lower costs, and upgrade production capability.

Global demographic research of Facebook usage, a prime example of a ubiquitous media, has shown gender participation in social media to be relatively equal, and if we take Facebook, as a case in point, reflective of actual demographics (Facebook, 2012). This trend, however, does not hold in the Arab World, where only a third of Facebook users were women (Governance and Innovation Program, 2011). This ratio did not change much during 2011, despite Arab women being active on social media sites, throughout the region’s Arab Spring. An important finding by the Arab Social Media Report was that although social media use is not increasing among Arab women, it is viewed as having an important impact on the empowerment of Arab Women (Grey, 2011). The Arab World’s women have reputedly taken a leadership role using new media, and by exploiting connections and networks, messages of female empowerment are being spread (Governance and Innovation Program, 2011).

The UAE has one of the highest carbon footprints in the World; Maplecroft, a UK-based consulting firm which generates a Global risk portfolio for very country, has ranked the UAE as the planet’s worst overall CO₂ emitter on a per capita basis (Maplecroft, 2010). Thus, sustainability is an area where UAE organizations, should exercise prudence and demonstrate corporate responsibility. By focusing on the knowledge-based economy (KBE), vis-à-vis potential value that can be added with the inclusion of Gender-based inputs, historically undervalued, excluded or overlooked, critical factors can resonate in the corporate management of quality, in the context of a business school (UAE Interact, 2012).

Siddiqui (2008), compared factors contributing to e-commerce adoption in the UAE versus Saudi Arabia, and considered the issue of gender roles, and the structural inequality of Arab society, where men had more rights than did women. Siddiqui (2008) found that for Saudi Arabia and UAE, culture influenced e-commerce adoption, but gender did not. Western-based studies by Sagi, Carayannis, Dasgupta, and Thomas (2004), for e-commerce adoption, and Woszczynski, Myers, and Moody (2007), for students’ making IT career choices, had similar findings. Sam Othman and Nordin (2005) using a one-way ANOVA, studied n = 507, where 212 were male and 295 were female Malaysian university students, and found gender equivalence in skill level for computer interest and use.

Miller’s (2012b) quasi-experimental assessment of technology acceptance in the UAE, sampled over 500 Emirati Nationals at the Higher Colleges of Technology using a 24 question survey instrument evaluated for validity and reliability with a series of field tests and pilot studies. Miller found over 70% of learners predisposed toward a willingness to use deep packet
inspection, an interceptive web blocking technology, useable for subjective blocking of offending Websites. These findings were in line with state-led telecommunication provider, Etisalat’s policy statement about Internet filtration, listed on their website (Etisalat, 2009).

Miller’s (2012b) study results were evaluated as follows. While data collected was not normally distributed, the method used, maximum likelihood estimator with confirmatory factor analysis, was considered robust to non-normality. Results indicated an acceptable goodness-of-fit. Deep packet acceptance model or DPAM was in essence a UAE version of Fred Davis’s (1989) technology acceptance model or TAM. Reliability of the Cronbach’s α in Miller’s study was > .80 for all constructs. Individual factor loadings were: .792 for computer self-efficacy (CSE), .707 for attitudes toward information and communications technology (ATICT), .770 for perceived usefulness of e-commerce (PUEC). Goodness-of-fit indices were; Normed Chi-Square, \( (x^2/df) = 2.602 \), Comparative fit index, (CFI) = 0.918, Tucker-Lewis Index, (TLI) = 0.905, and Root mean square error of approximation was (RMSEA) = 0.060.

Miller (2012b) claimed a significant positive correlation between CSE, ATICT, and PUEC. The strongest correlation was CSE and ATICT, at \( r = 0.537 \). Goodness-of-fit reported in the study met the recommendations of Garson, 2009; Pham & Jordan, 2009; Ramayah, Mohamad, Omar, & Marimuthu, 2009; and Schermelleh-Engel, Moosbrugger, & Müller 2003. The teacher-based collaborative learning management systems (LMS) paradigm largely agrees with these student-based correlation findings. Aboelmaged (2010); Fawwaz (2008); and Al-Busaidi and Al-Shihi (2010) also studied computer self-efficacy and attitude toward ICT for the Arab World, and found these variables important for adoption of new technology. Based on these findings, user technology acceptance is an important success factor for class projects built around modern technology. The results of the Miller (2012b) quantitative technology adoption study was elaborated on descriptively by Miller, (2012a) assessing computer self-efficacy, attitude towards ICT and perceived usefulness of e-commerce and shown in Table 1. Such findings draw parallels with a number of other e-learner-based studies.

**Table 1. Student self-assessment of specific areas related to technology acceptance**

<table>
<thead>
<tr>
<th>Self-assessment area</th>
<th>Score (out of 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>computer self-efficacy</td>
<td>4.092</td>
</tr>
<tr>
<td>attitude towards ICT</td>
<td>3.939</td>
</tr>
<tr>
<td>perceived usefulness of e-commerce</td>
<td>3.850</td>
</tr>
<tr>
<td>Intention to use e-commerce</td>
<td>3.409</td>
</tr>
<tr>
<td>Societal trust</td>
<td>3.534</td>
</tr>
<tr>
<td>Internet filtration</td>
<td>3.899</td>
</tr>
</tbody>
</table>

*Note. n = 443, from A. H. Miller, 2012a*

While Miller’s (2012b) student-based study built an understanding of the phenomenon of the high incidence of cybercrime in the UAE—refinement of the proposed model and replication of
the study in the Middle East and North Africa region with industry practitioners, was recommended. D. Saral recommended further analysis of data using regression to determine if multicollinearity could be observed, and thus lead to a simpler model, comprised of fewer variables (D. Saral, DBA and e-MBA Programs Director, Webster University, personal communication, November 25, 2011). Furthermore, the line of questioning in the practitioner-based study needed to solicit for specific hardware, software and brands of technology being used Yu (2007).

Middle East and North Africa cyber security perceived threats were demonstrated as significant by findings of Matwyshyn, Slaughter-Dafoe, and Paya (2010) and Miller (2012b). The MENA region’s small and medium business enterprise (SME) sector was inadequately prepared to deal with cybercrime and cyber security threat. Stuxnet is an infamous example of a 2010 malware threat of unknown origin that crippled supervisory control and data acquisition (SCADA) systems, mainly in Iran but also attacked systems of other countries, and spread primarily through USB devices such as flash drives. In Iran, Stuxnet attacked micro controllers used in centrifuges manufactured by Siemens, used for plutonium enrichment, and other industrial applications such as water treatment plants. The economic cost implications in sustainability for such malware were described by Benson (2010); Pletts (2010); and Sutton (2010), as resulting in wasteful resource utilization from malfunctioning infrastructure.

Security threats and cybercrime are serious problems in the region and jeopardize the region as a hub for international business and trade Mortelem (2009). According to the report of El-Guindy (2012) and the Microsoft Threat Assessment of the 4th Quarter of 2011, (2012) the Middle East and North Africa Region suffered from a much higher Worms, Viruses, Trojans, and Adware malware infection rate than the rest of the world (Microsoft, 2012). A case in point is Egypt, statistically the worst country in the region where malware infections were 3 times the global average. The top 3 offenders were viruses infecting 38.3% of machines cleaned with the Microsoft Malicious Software Removal Tool, miscellaneous potentially unwanted software infected 37.8%, and worms had infected 35.8%, of computers cleaned (Microsoft, 2012). See the Appendix for a recommended malware protection schema.

Does review of business literature support a particular business model for managing sustainability? There are two, salient relational systems-theory paradigms that provide an understanding of the interactions of actors who are exchange partners. These are partners who are effecting the implementation of sustainable technologies in the UAE—an exchange governed by the business model concept and transaction cost analysis. The business model approach and transaction-cost analysis can both play a role in developing an entrepreneurial sustainability culture and can lead to value creation and competitive advantage. Firms involved with sustainability technology should develop a business revenue model focusing on efficiency- and novelty-centered, boundary spanning transactions, Zott & Amit (2007). Transaction-cost analysis is the match of governance structures with proposed transactions as an economizing measure based on transaction frequency and investment characteristics, as per Williamson (1979).

The business model concept is a bounded reality of the phenomena of silos of interest, depending on respective areas of business. Emerging themes among business model scholars that relate to sustainability are; a) e-business and use of information technology in organizations, b) strategic issues such as value creation, competitive advantage and firm
performance, and c) innovation and technology management, Zott, Amit, & Massa (2011). Under Williamson's transaction-cost analysis model (1979), sustainability technology and services transactions would be characterized as either (a) mixed (more specific), or (b) idiosyncratic (highly specialized and unique) investments.

The occasional investment in sustainable technology, utilizes the trilateral governance model, known as neoclassical contracting. The trilateral governance model used third party assistance by an independent expert arbitrator to evaluate vendor performance. Principals to transactions have a vested stake to sustaining the relation due to the specialized investment by vendor and customer in the sustainable technology package, specific for a given firm, and the opportunity costs of switching to a successor supplier, Williamson (1979).

Relational contracting for recurring sustainability hardware and service transactions for the idiosyncratic investment characteristic; and a bilateral governance model fits the mixed application. The bilateral governance model is an obligational contracting mode. Autonomy of parties is maintained, and both parties have incentives through separate profit streams, to sustain the relationship, rather than permit it to unravel. The bilateral model would be favored as the UAE market for sustainability-directed industry matures, Williamson (1979).

The unified governance model implied an internal organizational, vertical integration, by the party with superior adaptive properties, as a fit for idiosyncratic applications. The unified governance model removed the sustainability transaction from the market and subjected it to an authority relationship by administration, typically a government ministry or watchdog organization, Williamson (1979). The UAE could action this model through state-led investment in sustainability-focused business groups, if capabilities organic to the UAE in sustainable technology were developed to a high qualitative level, precluding the necessity of foreign outsourcing.

Sustainable technologies are entrepreneurial by nature. For example, organic UAE development of cyber security technology to protect supervisory control and data acquisition (SCADA) networks used at infrastructure facilities such as power plants could be highly marketable. While solutions are currently purchased from firms abroad, the region’s SME sector has been hardest-hit by cyber attacks and could be better reached by a local provider. Thus, the small and medium sized enterprises are the realm requiring the greatest need for management of innovation, Zott and Amit (2007).

The argument, that critical resources leading to a competitive advantage spanned firm boundaries, and was relationship-based across value-chain partners, was made by Dyer and Singh (1998). They view competitive advantage for sustainability industry firms as rooted in; (a) relation-specific assets, (b) knowledge sharing routines, (c) complementary resources and capabilities, and (d) effective governance. From a strategic interpretation, the relational prescription differs from the resource-based or industry structure view for sustainability industry firms. Chances for success with the relationship-based, competitive advantage model, increases with greater partnership experience, and creation of a dedicated alliance function. Historically, firms with this functional attribute had higher stock market gains of 1.35% to 0.18%, and greater long term success of 63% to 50%, than firms not employing this specialized function (Kale, Dyer, & Singh, 2002; Kale & Singh, 2007). Thus, sustainable innovations in a
Theoretical Framework

An organic systems thinking paradigm called the Dynamic Citizen Model at HCT-Fujairah Colleges aligns with research question Q3: How can female UAE Nationals in the Bachelor of E-business Management degree program, use quality improvement, to promote Global engagement on topics of sustainability and corporate responsibility for their institution? “The term Dynamic or Active Citizenship refers to the notion that good citizens take an active role in exercising both rights and responsibilities implicit in the exercising of these rights” (Wosik, 2010). In becoming Dynamic Citizens, students develop the following characteristics; integrity of character, service and leadership ability, ethical decision making, confident and interdependent interactions with their community, nation and world. The Dynamic Citizen Model proposed four major forces acting upon students, to shape them toward acquiring desired attributes, that individuals were expected to develop as part of the college experience at Higher Colleges of Technology, Fujairah. The implication was that learning environment provided by the college needed to offer opportunities for meaningful exposure to sustainability and corporate responsibility attributes (Wosik, 2010). See Figure 1, the Dynamic Citizen Model.

![Dynamic Citizen Model Diagram](image)

Attention toward student’s individual development at HCT-Fujairah Colleges would focus first on character building, then on developing a community service perspective, and finally an understanding of leadership. As a student moved through program levels at Higher Colleges of Technology, Fujairah, attention initially focused on character building, moving through service and learning, and onto an understanding of leadership. The focus on family expands to
encompass community, nation and the world at large. Student’s role in society develops from an understanding of principles such as morality, elevated toward an understanding of law and ethics. The cultural focus is to move students from a state of dependence, to a gaining confidence, and finally evolving to a relational interdependence rather than independence (Wosik, 2010). Brown (2006) and Grant (2011) have stressed triangulating qualitative studies, and the Dynamic Citizen Model motivates a challenging management tangent outside the traditional realm of e-business.

Findings

This section explains achievement since April of 2012 toward developing management capabilities of female Emirati National’s via participation in the Bachelor’s of E-Business Management degree program as learners moved from the final months of Year 3 to the start of Year 4 in September 2012. Proposals to market the sustainable technology to security practitioners, and Website and brand development, of Souq-Lailam & e-Lailam evolved, becoming a sustainability and corporate responsibility Website, called Green Lailam. This transformation took place from April to June of 2012. The pursuit of institutional certification via the United Nations Global Compact, through accession to the Principles of Responsible Business Education (PRMA), is a new endeavor the semester beginning September 2012.

Gravitation toward Green certification is based in part upon a recommendation by B. Anderson, Sustainability Coordinator of Chiva Som Resort and Spa of Hua Hin, Thailand, (Anderson, 2012). External partner B. Anderson informed E-Business Management’s effort to support Green Lailam, a sustainability-focused business group with external expertise in the areas of human resources and Green certification. B. Anderson’s affiliation with Net Impact, one of the partner organizations for Principles of Responsible Management Education led to a presentation on sustainability at AACSB accredited Sasin Graduate Business Institute of Business Institute in Bangkok, on September 20, 2012 (Anderson, 2012).

Web-based Sustainability Promotion

The sampling strategy utilized to reach cyber security practitioners was purposive sampling via Web-based and email advertising. Respondents were directed to complete the online survey at http://biga.us. Cyber security practitioners in the MENA Region are potentially a difficult group to reach and although a random sampling method is preferred, a snowball approach was therefore warranted.

Table 2. Student Media Selection by E-Business Management Emirati Nationals.
<table>
<thead>
<tr>
<th>Proposed methods included:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Distribution via the Smart-Survey Website; a mass email campaign targeting the MENA region of approximately 219,000 addresses purchased from an e-commerce trading company based in India. Alternatively another purposive option was to use the 298,000 addresses available from, <a href="http://www.reachgulfbusiness.com/middle_east/index.htm">http://www.reachgulfbusiness.com/middle_east/index.htm</a></td>
</tr>
<tr>
<td>- The business leads pack available at <a href="http://www.targetgulf.com/cgi-bin/purchase.asp">http://www.targetgulf.com/cgi-bin/purchase.asp</a> has 100,000 trade leads from Middle East Including Bahrain, Egypt, Iran, Jordan, Kuwait, Lebanon, Oman, Qatar, Saudi Arab, Syria, Yemen and United Arab Emirates (UAE).</td>
</tr>
<tr>
<td>- Adknowledge Inc.’s Bid System, a targetable pay-per-click advertising scheme - LinkedinAds; targeting based on job function, geographic, and age factors utilizing a pay for click bid system, with lead generation and click-through-rate optimization.</td>
</tr>
<tr>
<td>- Regional targeting of cyber professional through Linkedin connections and groups MENA Targeted Google Adwords</td>
</tr>
<tr>
<td>- Free advertising that targeted the MENA audience such as souq.palmoon.net</td>
</tr>
</tbody>
</table>
Figure 2. Original Student Designed logo from E-Lailam.com.

Figure 3. Souq-Lailam, website provided to Year 2 E-Business.

e-Lailam and Souq-Lailam

Year 3 E-Business Management students cooperated with Year 2 General Business students toward extending the previous term’s success with e-Lailam.com, a Web-based auction and bazaar. The new project included a traditional Arabic style bazaar or souq called Souq-Lailam. Lailam referred to door-to-door vendors of a bygone era who traditionally travelled on foot. Year 3 ladies provided web-based promotion as a Web-services contractor and cooperated with a section of Year 2 General Business, who managed the two day bazaar. Student teams of about four students liaised with a like number of students from the other section. Students collaboratively created a logo, video, photo album, and menu that promoted businesses participating in the bazaar. There was a charitable engagement between partners and e-Lailam funds raised from the previous term was added to Year 2 General Business profits from Souq-Lailam. Charitable funds raised—attributable toward corporate responsibility was about 3500 Dirhams or nearly 1000 US Dollars. Funds were donated to a college collection for the laborers working in facilities, as cleaning staff, and as gardeners.

Green Lailam

Year 3 E-Business management students participated in environment week at HCT-Fujairah Colleges which culminated in an environmental conference. Students extended the earlier e-Lailam and Souq-Lailam concepts, to a new Website they created called Green Lailam (see Figure 4). The ladies were split into ten pairs to develop their website concept. One team proposed the umbrella organization, while others the nine separate businesses working together in a relational-contracting model. Each firm addressed a different environmental topic. 1) Green-Lailam Eco-certification, 2) e-Lailam Electric, 3) e-Lailam Cyber Security, 4) Lailam Carbon Recycling, 5) Lailam Geothermal, 6) Lailam Institute: An Innovation Think-tank, 7)
Lailam Human Resources and Emiratisation, 8) Lailam Permaculture, and 9) Lailam Energy Savings Contractor.

External partners such as individuals and firms with complementary expertise were indentified. Green-Lailam followed a business model conceptually-based on some of the UAE’s largest business groups, i.e. Liberty Investment Company LLC; www.alrostananigroup.ae/; http://www.alghurair.com/; http://alahlitholdinggroup.com/MAIN/; and http://www.alyousuf.com/. A main structural advantage of the model was potential reduction of transaction costs through relational contracting, exercised through collaboration with related and supporting industries.

Figure 4. Green Lailam Website, by Year 3 E-Business Management, at HCT-Fujairah Women’s College, UAE.

1) Green-Lailam Certification: The globally-engaged benchmarking, certification and performance improvement system assisting businesses such as the travel and tourism industry to attain sustainability. USA-based Greenglobe is a model formula for a “Green certification providing organization” http://greenglobe.com/.

2) e-Lailam Electric: Promoting implementation of electric vehicles, and rollout of electric vehicle charging stations throughout the UAE, and solar panel; installations, and sea-based Suzlon-type energy producing windvanes. Technology acquisition can be accomplished via purchase of an existing firm. http://www.phoenixmotorcarmars.com/
3) **Lailam Cyber Security**: An organization committed to protecting the UAE’s critical and vital infrastructure and industries, including electrical power plants, oil refineries and pumping stations, water treatment systems, and financial sector from debilitating cyber attack. Lailam Cyber Security was able to secure an external partnership with G. Dhillon, PhD, Professor, and Editor-in-Chief Journal of Information System Security, Department of Information Systems, School of Business, at Virginia Commonwealth University, gdhillon@vcu.edu

4) **Lailam Carbon Recycling**: The aim was to develop a pilot carbon recycling plant in Fujairah located near power and water treatment plants (see Figure 6) to capture CO₂ industrial emissions and convert these inputs into renewable methane (RM). Lailam Carbon Recycling was able to liaise effectively with A. Ottesen, PhD, Director, Business Operations, at Carbon Recycling of Iceland. andri.ottesen@carbonrecycling.is

**Figure 5.** Al Yousuf Groups Introduces Electric Bike in UAE, see http://www.thenational.ae/business/energy/bike-may-spark-an-electric-revolution

**Figure 6.** Carbon recycling process

**Figure 7.** Closed-loop geothermal ground source heat pump
5) **Lailam Geothermal**: Promoting the use of closed loop, ground source heat pumps to use the temperature differential between the heated surface and cooler underground environment as a heat exchanger. See Figure 7 above. One partner was a prior owner of a groundwater industry firm in the United States, and one of the original pioneering firms in ground source heat pumps. Another partner had effectively employed ground source geothermal loops in neighboring Saudi Arabia. [http://www.menageothermal.com/](http://www.menageothermal.com/)

6) **Lailam Institute; Green Innovation Think-tank**: This organization proposed to conduct research on the implementation of green technologies, and advocate technology initiatives as an Eco-tax promoting ecologically sustainable as a matter of social policy. The first initiative was creating a market for the sale of tradable pollution permits and pollution-emission credits. A government sponsored mercantile exchange center with permit issue authority, through control of trade would regulate the market for tradable pollution permits. Permits, available at quantum steps allow firms to operate at particular environmental impact levels. It was hoped that through this initiative, firms participating in industry will employ technologies that reduce carbon emissions such as smoke stack scrubbers. While demonstrated levels of carbon savings can result in a progressive environmentally-green firm, actually earning and banking credits applicable to reducing pollution permit requirements and also being tradable on the mercantile exchange was highly feasible. The Sheikh Saud Bin Saqr Al Qasimi Foundation for Policy Research is an organization Green Lailam would like to emulate. [http://alqasimifoundation.com/en/Home.aspx](http://alqasimifoundation.com/en/Home.aspx)

7) **Lailam Human Resources Initiative in Emiratisation**: A new position targeted for Emirati Nationals is proposed at every larger company, of Sustainable Development Coordinator. This initiative supported Emiratisation, government legislation designed to put Emirati nationals to work in the UAE workforce. A connection was forged with B. Anderson, Sustainable Development Coordinator at Chiva-Som, a high end resort and spa at 73/4 Petchkasem Road, Hua Hin Prachuab Kirikhan 77110, Thailand, [brian.anderson@chivasom.com](mailto:brian.anderson@chivasom.com); [http://www.chivasom.com/](http://www.chivasom.com/) and another at [http://www.veolia.com/en/medias/focus-on/emilie-gerbaud.htm](http://www.veolia.com/en/medias/focus-on/emilie-gerbaud.htm)

8) **Lailam Permaculture**: Is an organic farming method to reduce greenhouse gas emissions through decreased chemical fertilizer dependence. Fertilizer is typically produced using petro-chemicals, whereas the permaculture system will synergistically function as a filtration and replenishment system producing its own organic fertilizer. By producing locally, reduced transportation costs will be realized. An aquaponic-based system, operates as a synergistic system functioning as a greenhouse and fishery combined, with fish such as tilapia, and plants such as tomatoes. Pumped water containing nitrogen, using solar energy to power the pumps, would be gravity fed through the plant beds, to remove the organic nitrogen from water containing fish waste. The water would become re-oxygenated moving through the plant beds and fed back into the fish tank re-oxygenizing the tank water. See Figure 8.
9) **Lailam Energy Solutions**: Is an energy savings and retrofit solution services company, offering a government subsidized pay as you go financing model. Websites of two model firms are: [http://www.enovatekenergy.com/](http://www.enovatekenergy.com/); [http://www.rossbar.com/](http://www.rossbar.com/). The external partner was W. Overturf III, Senior Vice President and Chief Operating Officer of Ross & Barzzuni, an American Mechanical Engineering firm active in the Middle East. [boverturf@rossbar.com](mailto:boverturf@rossbar.com). See Table 3 on the following page, for a service list of contracting services that are being offered by Lailam Energy Solutions.

### Table 3. Functional operating realms for Lailam Energy Solutions

<table>
<thead>
<tr>
<th>Lighting</th>
<th>HVAC Optimization</th>
<th>Water Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Optimal light levels</td>
<td>Higher energy efficiency equipment</td>
<td>Low Flow Fixtures</td>
</tr>
<tr>
<td>Control hours of operation</td>
<td>Sealing air-infiltration</td>
<td>Water Reclamation</td>
</tr>
<tr>
<td>Improved lighting quality</td>
<td>Improved insulation</td>
<td>Water Reuse/ Recycling</td>
</tr>
<tr>
<td>High Energy Efficiency Lighting</td>
<td>Variable Frequency Drives (VFD’s)</td>
<td>Sewage/Waste Water Treatment System</td>
</tr>
<tr>
<td><strong>Building management</strong></td>
<td><strong>Clean Power Solutions</strong></td>
<td><strong>Clean Power Solutions</strong></td>
</tr>
<tr>
<td>System tune-up and recalibration</td>
<td>Solar Photovoltaic Systems</td>
<td>Biomass Fuels</td>
</tr>
<tr>
<td>Automation of systems</td>
<td>Solar Thermal Systems</td>
<td>Biomass To Liquid</td>
</tr>
<tr>
<td></td>
<td>Solar Preheating Systems</td>
<td>Landfill and Digester Gas</td>
</tr>
<tr>
<td></td>
<td>Wind Energy Systems</td>
<td>Fuel Cell</td>
</tr>
</tbody>
</table>

**Figure 8.** An expansion in scope of the ShadeHouse at Fujairah Women’s College. Photo courtesy of International Center for Agricultural Research in the Dry Areas.
Principles of Responsible Management Education

The e-business learners decided that a blog model called Weebly.com would be used to construct documentation of the Principles of Responsible Business Education bid, by HCT-Fujairah Colleges. This was to avoid the cross-platform compatibility issues experienced with the proprietary Wix Website-builder with Souq-Lailam and Green Lailam, and the usability problems experienced with the Lailam online-auction on WordPress.

Exploration of the UN Global Compact revealed an inclusive organization that welcomed participation by universities, colleges, and business schools; as well as university departments, research divisions; chairs; and academic organizations in general. To be accepted by the UN Global Compact, an organization is required to affirm at the CEO-level, commitment toward implementing the Global Compact's Ten Principles at their organization, and display a willingness to collaborate via strategic partnerships to progress the initiative. Business schools and management-related academic institutions are encouraged to participate in the Principles for Responsible Management Education (PRME), an initiative sponsored by the Global Compact. In recognition that future leaders graduate from more than just management programs, entire universities are increasingly signing on to PRME as well (PRME, 2012; UN Global Compact, 2012).

Principles for Responsible Management Education (PRME), launched in 2007, as part of the UN Global Compact Leaders Summit in Geneva, represented the initial inter-organizational effort toward aligning the mission of the United Nations with business schools. In an effort to promote social responsibility, Six Principles of PRME were advanced as a framework, to guide academic institutions to pursue an integrative engagement paradigm, rooted in internationally accepted values, and promote application of sustainability and corporate responsibility concepts into curricula and research. The focus of these six principles are as follows: purpose, development of students as capable stewards of a sustainable global economy; values, vis-à-vis global social responsibility; method, creation of educational frameworks, materials, processes and environments that promote effective learning for responsible leadership; research, both empirical and conceptual; and partnership with the business community (PRME, 2012).

Governance of PRME takes place under the umbrella of the United Nations Global Compact, through collaboration with several primary business school accreditation bodies, and acting in concert with regional and specialized management-focused institutions. Comprising the steering committee is: The Association to Advance Collegiate Schools of Business (AACSB), The European Foundation for Management Development (EFMD), London-based Association of MBAs (AMBA), Central and East European Management Development Association (CEEMAN), Latin American Council of Management Schools (CLADEA), The Academy of Business in Society (EABIS), Association of Asia-Pacific Business Schools (AAPBS), The Association of African Business Schools (AABS), Globally Responsible Leadership Initiative (GRLI), Graduate Management Admission Council (GMAC), and Net Impact (PRME, 2012).

The framework for systemic change, set out by the Principles of Responsible Business Education (PRME), motivated business schools and management-related institutions, toward continuous improvement, creation of a learning network, and self-reporting of progress made to
stakeholders. Of the 469 Global academic participants in the Principles of Responsible Management Education (PRME) only three organizations from the UAE were listed.

Presently the University of Dubai is actively engaged with the PRME initiative and has communicated their Sharing Information Progress (SIPS) document. The College of Business Administration, Abu Dhabi University, School of Business and Management, American University of Sharjah, are both listed new participants. The 2nd PRME MENA Regional Forum will be hosted by USEK-Holy Spirit University of Kaslik in Jounieh, Lebanon on 7-8 November (PRME, 2012, and via personal communication from M. Csuri, 13, September, 2012). Net Impact, was recently in action at the SASIN Graduate Institute of Business Administration in Bangkok Thailand, where sustainability partner, B. Anderson, Sustainability Coordinator, Chiva Som Resort and Spa spoke of sustainability efforts and activities of the Preserve Hua Hin Group, a model for community engagement (Anderson, 2012).

As research to assemble the application was being undertaken, V. Robson, an HCT-Fujairah Colleges faculty member with a working relationship with the Emirates Wildlife Society, World Wildlife Federation, conservators of the Wadi Wurayah protected mountain area, located about 45 minutes from the college, has volunteered contact with an ecology oriented organization and a potential HCT-Fujairah Colleges partner. While initially aimed at primary/secondary schools, with some adaption it is perceived to be ideal for Year 1 Bachelor’s Degree students. http://uae.panda.org/what_we_do/projects2/eco_schools/ the organization represents a future opportunity for HCT-Fujairah College and a means to introduce ecological concepts as part of the college’s mission to new students.

Discussion

To answer the first research question: What Web-based media, will female UAE Nationals, in the Bachelor of E-business Management degree program, select, to target a Middle East and North Africa regional audience, with a cyber security-based, sustainability and corporate responsibility message? This qualitative portion of the study examined media engagement via the propensity of E-business Management degree ladies to select from certain media types to deliver a sustainability and corporate responsibility message. The survey they were required to promote for a class assignment—investigated the UAE deep packet acceptance model (DPAM). The purpose was to test extending the model using practitioner data, from the Gulf Cooperation Council and Middle East and North Africa region’s cyber security community. The Middle East and North Africa (MENA) region’s small and medium sized enterprises (SME) sector, is assessed at being inadequately prepared to deal with cybercrime and security threat (Matwyshyn et al., 2010). Particularly vulnerable to cyber attack are infrastructure controls called supervisory control and data acquisition (SCADA) networks (Benson, 2010). Malfunctioning SCADA microcontrollers were likely to lead to false readings being given for statistical process controls and machinery operational status. The cost of ruined industrial machinery and ineffective and wasteful industrial processes was the main sustainability issue. Furthermore, Emirati ladies participating in the study expressed concern over malicious spy applications like PlaceRaider 3D, which shoots a series of third party controlled photos, and transfers them without a mobile phone’s owner permission to a remote location (Paganini, 2012).
The female E-Business management students of this current study were participants in the initial field studies required of Miller (2012b), to validate constructs in the Deep Packet Acceptance Model (DPAM) study. The students, having a prior exposure to cyber security research, now facilitated data collection so that validity of UAE-based DPAM as a predictor of a cyber security technology acceptance using practitioner data could be assessed. Through a review of student work, it was discovered that a range media types were recommended to reach cyber security practitioners with the survey. Highly targetable Google AdWords was slightly more popular than traditional mass emailing using a targeted mailing list. Twitter and Blogs were tied for third most popular, with Blogs being compiled from a variety of platforms including Tumblr, WordPress, Blogger, and the ubiquitous Web forums. The most significant management deficiency, was, that a large number of students were ineffective in their targeting regime, which was unusual, as effective targeting of Middle East and North Africa cyber security practitioners was an explicit requirement of the promotion assignment. Facebook Ads, YouTube, LinkedIn and Yahoo Maktoob were the next most popular mediums. Finally, MSN Arabia, Al Jazeera, Al Arabiya, Souq.Palmoon.net, BlackBerry Messenger, Online Press Release, Consumer Research Organizations, and MyAds were not very popular on a percentage basis, but nevertheless recommended.

The second research question dealt with the inherent learning value of Web-based projects based around Blog and Website technology. What is the operationalization, of a sustainability-oriented Web-based concept by female UAE Nationals in the Bachelor of E-business Management degree program? The seminal site e-Lailam began with a commercial focus as an online auction and storefront, and later morphed into Souq–Lailam, together these commercial sites successfully delivered on corporate responsibility through the charitable disposition of proceeds. The Lailam site concept was successfully rebranded with a sustainability focus as Green Lailam, an Arab-style, relationship-oriented business group.

Student online experiential learning about e-business was propelled in part by the practical activities undertaken. By developing and operating the storefront and auction blog, and later extending the brand to the sustainability relational contractor business model, findings of Olofsson, Lindberg, & Hauge, (2011), were validated, as the project was a successful formative assessment. The results were in agreement with Fageeh (2010), a proponent of Collaborative Learning Theory (CLT), a seminal work of Johnson and Johnson, (1987), further investigated by Bruffee (1993). Blogs are viable learning vehicles for those who wish to employ Collaborative Learning Theory in their classroom. Collaborative Learning Theory stresses the importance of group collaboration and interaction to scaffold learner's progress in mastering the materials. Yang and Chang’s (2011) reflected on their Blog-based project and student's preferred interactive versus solitary blogs.

The instructor was able to utilize the ideas, connections and extensions, (ICE) model of Fostaty Young, 2005; and Fostaty Young and Wilson, 2000; to design and assess a reflection at the end of the promotion assignment. All learners grasped the basic idea of the online storefront/auction. While the students developed the sites for these successful projects through collaboration and the group’s grades reflected this, connections were displayed if learners could identify and justify success factors for the Lailam sites, such as branding. Interpreting customer feedback and making necessary changes demonstrated connection. Extension occurred when learner realized the success of the original brand had somehow been parlayed
toward recognition for the sustainability effort. Also qualifying as the higher level of learning of extension was external product sourcing, and novel marketing approaches.

Technology implementation problems with e-Lailam and Souq-Lailam confounded the learners. Once, the entire website crashed after a change was made to a crucial piece of coding. Another problem was cross-platform compatibility issues. Blogging technology is a computer-mediated communication system (CMC) and Antonietti, Colombo & Lozotsev, 2008 have argued for competent well thought out operational systems to decrease the chances for learner frustration. Overcoming obstacles as they occur, with a pragmatic problem solving approach, reduced student frustration, and learners become comfortable working with the system they developed. This demonstrated the validity of Compeau and Higgins’s (1995) computer self-efficacy (CSE), for management information systems (MIS) students integrating theoretically the expectation/confirmation model (ECM) of Wu, Tsai and Chen (2006).

How can female UAE Nationals in the Bachelor of E-business Management degree program, use quality improvement, to promote Global engagement on topics of sustainability and corporate responsibility for their institution? Meeting September, 20, 2012, nineteen out of twenty female e-business management students (Emirati Nationals), drew inferences from the Dynamic Citizen Model, a statement of organizational goals and values, advocated by the management of HCT-Fujairah Colleges. Learners interpreted the Principles for Responsible Management Education as a means to action the Dynamic Citizen Model. Academic participants add critical dimensions to the UN Global Compact’s operations. Through thought leadership, research, educational resources, learning know-how, and educational infrastructure, the academic sector can increase knowledge and understanding of sustainability and corporate citizenship, and thereby advance the agenda of the Global Compact at the local and global level. In addition, academia plays an important role in shaping future business leaders and educating them on the importance of responsible citizenship (UN Global Compact, 2012).

Conclusion

Commercial and sustainability-focused e-commerce projects availed by female E-business Management students propelled them into their fourth year at the Fujairah Women’s College, part of the Higher Colleges of Technology (HCT) in the United Arab Emirates. These successful online projects proved rewarding for the students. As learners, they experienced collaborative two way feedback, and through customer relationship management interaction with customers, suppliers and public. Student’s experienced first-hand, validation of their self-assessed comfort with technology as their management recommendations were delivered via online promotion. Ultimately, study outcomes demonstrated student preparedness for management of projects centered on e-commerce as E-Business learners were able to collaboratively and operationally deploy complex and functional blog-based business projects.

HCT-Fujairah College’s bid for accession to the United Nations Global Compact, via engagement with the Principles of Responsible Management Education, is in its earliest stages. Executive support for the application process has been gained from the Director and Dean, of HCT-Fujairah. Learner-led participation in the quality certification process is an invaluable learning experience in strategic and quality management (B. Keenan, Acting Director, HCT-Fujairah, personal communication, September 24, 2012). Students have shown
leadership in contacting faculty, external partners, and university administrators, and assembled a viable application document posted at (http://e-techfuj.weebly.com/prme-application.html).

Pursuing a certification in sustainability and corporate social responsibility is an experiential learning exercise for these Emirati national lady students, aimed at enhancing their dynamic citizenship and development of strategic and quality management skills. Cumulatively, actionable triangular research suggested by A. G. Grant (2011), enabled female e-business learners to deliver on a range of management decision-making outcomes. Further evaluation of the teaching and learning model is warranted, including the use of more robust statistical methods.
References


Embassy of the United Arab Emirates (2012). *Cultural Division, Education in UAE,* http://www.uaecd.org/higher-education


APPENDIX

Schema for Deep Packet Inspection Installation.

“F5 LTM switches … are so advanced now; they can decrypt HTTPS traffic, inspect it, re-encrypt it and send it on its way. These new switches can do so much more than ever before and are capable of operating on all TCP/IP layers. It’s no longer a layer 2 switch.” Firms have used them “to block payment transactions from countries like Iran and North Korea. They also provide failover, round robin load balancing, http compression, http caching etc. Administrators can install custom rules in the switch to do almost anything.” Most large companies use F5 LTMs and GTMs in between all HTTP servers. It goes like this: “Internet->GTM->LTM->Apache HTTP Server->LTM->Weblogic Server hosting web pages->LTM->Enterprise Service BUS->LTM->Apache Server->Weblogic Server hosting Web Services->Database”

http://www.f5.com

(Personal Communication, R. Yoder, Northcentral University, 2012)
Julia Skobeleva, Ph.D.
Webster University, Berchtoldgasse 1
1220 Vienna, Austria
juliaskobeleva49@webster.edu

Abstract: The paper outlines the case of the hybrid course “Branding in Vienna” taught in 2012 by graduate program in management at George Herbert Walker School of Business and Technology of Webster University in USA and Webster University in Austria. The hybrid course was designed for American graduate students through a combination of one study week in Vienna, Austria, and six weeks of e-Learning. The author integrated corporate social responsibility (CSR) and sustainability themes into the course by designing corporate visits to companies that are socially progressive brands in Vienna. During the study week in Vienna, students engaged in the process of cross-cultural learning and learned about sustainability practices of iconic brands in Vienna. This was achieved through personal interaction with the company’s chief marketing officers (CMOs). CMOs of Starbucks and IBM were women. Thus, gender as a critical factor for sustainability was also addressed during the corporate visits. The purpose of this paper is to illustrate how to integrate CSR and sustainability themes into management courses and then how to advance the cross-cultural learning of the themes effectively.

Keywords: corporate social responsibility, sustainability, corporate visits, socially progressive brands, management education, hybrid course, mental hologram

Reference: Reference to this paper should be made as follows: Skobeleva, J., (2012) “Incorporating Sustainability and Corporate Social Responsibility into the Hybrid Course “Branding in Vienna” Through Corporate Site Visits”, International Council of Business Schools and Programs Annual Conference Proceedings, ISSN 1948-920X, Volume 1, Number 4.

Biographical Notes: Dr. Skobeleva holds Ph.D. in Cross-Cultural Psychology and teaches Human Resource Management, Organizational Behavior and Branding for graduate and undergraduate students at Webster University, Vienna, Austria. She was the Robert Bosch Professor at the Said Business School of Oxford University in England and Stockholm School of Economics in Russia. As a management consultant, she advises a range of international brands about strategy in Russia.
Introduction

Themes of social responsibility, ethical behavior, sustainability, and corporate responsibilities are of equal interest to advanced students of business and management and to corporate audiences. As Austin and Leonard (2008) foresaw, the social dimension has grown in importance for consumers, employees, and investors. Indeed, nowadays socially progressive brands are perceived as highly attractive and valuable. Following their competitive instincts, global businesses are seeking graduates who possess knowledge and skills necessary to create added social value. Students, in turn, are seeking the courses which promise to integrate theory and practice of exemplary business practices along the dimension of corporate social responsibility and sustainability. It is the disciplining effect of global business exercised over first-tier and second-tier universities that leads to the integration of sustainability and corporate responsibility themes into a broader circle of management courses. For instance, Persons argues: “Helping students appreciate the strategic and economic significance of CSR and sustainability is an important step because these issues will likely define business strategy and performance globally in the next decade” (Persons, 2012, p.1).

In business and management education classes change occurs through innovation and competition. In business schools, instructors are producers operating in academically regulated environments which may or may not allow them to innovate. Their room for maneuvering is critically linked to the academic politics of the educational institution. For instance, as Stubbs and Schapper observed, “although many universities offer support for education of sustainability, previous research indicates that most curriculum initiatives in this area have been driven by individual faculty” (Stubbs, Schapper, 2011, p.1).

This paper focuses on the mechanics of the hybrid course “Branding in Vienna”. This course was designed for graduate students from the United States. The course was taught in 2012 over two months by the graduate program in management at George Herbert Walker School of Business and Technology of Webster University in USA and Webster University in Austria. The course design allowed for the combination of one study week in Austria followed by six weeks of e-Learning. The interplay of the design components of the course illustrates how instructors and business schools can effectively integrate the topics of corporate social responsibility sustainability and into the classroom and out-of-classroom experiences. The author’s goal is to provide a greater understanding of the importance of addressing corporate social responsibility and sustainability themes in management courses along two dimensions: how to address the themes; and then how to advance the cross-cultural learning of the themes effectively.

Genesis of the hybrid course

The emergence of hybrid courses represents the innovative effort of the management faculty of George Herbert Walker School of Business and Technology of Webster University to help students experience global business across national borders. The Walker Global Hybrid Courses, comprising online courses with a travel component, are 3 credit hour courses that consist of a blend of online and immersive travel learning offered by the Walker School of Business and Technology. They are composed of 6-7 weeks of online work with a 7-10 day travel component. These courses offer students the opportunity to explore a global business, technology or management issue with online coursework plus an in-country week of company visits, guest lectures and cultural activities. Qualified Walker School of Business students have
the opportunity to receive up to $1,000 towards airfare expenses when they participate in one of the Walker Global Hybrid courses. The Walker Travel Award was designed to support this initiative.

In its nature, hybrid course is the course with an e-Learning component accompanied by one week travel to a different country representing a culturally new learning landscape for the students. “There are many similarities between Austria and the United States, but there are also many obvious differences,” says an MBA student who successfully completed this course. “Vienna was such a great mix of history and culture while mixing in modern commerce and technology within the various locations visited. Experiencing the culture and the nuances of the city of Vienna was a learning environment in itself.” Holden’s analysis provides some useful insights into the dynamics of learning real business in its cross-cultural aspect: “The challenge is not to make company behavior fit into this or that classification scheme of culture, but to recognize that culture as a transnational influence in waiting to be discovered in companies’ global networks” (Holden, 2008, p. 240; emphasis added). In this respect, the hybrid course “Branding in Vienna” was meant to help students develop a cultural awareness and appreciation of the various challenges in global marketing and branding faced by domestic Austrian and global companies across borders. The author was the instructor of this course.

Importantly, the focus on the pursuit of the high quality standards in management education challenges the didactics of courses offered in business schools. While Accreditation Council for Business Schools and Programs endorses strong interdisciplinary conditionality of international educational integration for management programs, it makes an immediate appeal to the instructors who abandon didactic one-discipline-centrism and innovate in their classroom. At the same time, it is true that instructors need to learn about the challenges which managers face in global, knowledge-based economy and to react quickly to emerging trends. Many educators try to respond to the evolving quest for knowledge of entrepreneurs, managers, and organizations by including study tours to real-world businesses in management courses. A good example is the recent popularity of courses with cross-cultural, corporate social responsibility, and sustainability components that expose students to the cultural differences in business practices that exist in various parts of the world (Persons, 2012; Stubbs, Schapper, 2011; Cottrill, Houghton, 2008; Denbo, 2008; Downey; Shinn, 2005; Sustainability takes time, 2004).

From the very beginning of the course preparation, the author wanted to link theory with practice in a way that illuminates the branding issues in a cross-cultural context best. Here a crucial development took place. The course incorporated some brand strategy and brand symbolism topics such as brand equity, auditing brand equity, cognitive and emotional foundations, strategies for low-involvement brands and strategies for symbolic brands, brand symbolism, cultural meaning systems, and links between the company leadership, corporate social responsibility, sustainability and brand strategy. This course intended to differ from the approach taken in many textbooks in that it took a socio-cultural approach by drawing on contemporary cultural studies, anthropology and social theory rather than relying on just the cognitive, information-processing approach. The successful completion of this course would prepare students for further study of branding strategy and branding instruments and the application of these disciplines in organizations throughout the world.
Course design

The hybrid course “Branding in Vienna” was offered by the graduate program in management at George Herbert Walker School of Business and Technology of Webster University in USA and Webster University in Austria. This course was designed and taught by the author in August-September 2012. In this course, the study trip to Vienna, Austria, occurred during the first week of the course and the e-Learning took place during the remaining six weeks. The group consisted of eight American students in the first year of their MBA or master degree in Marketing with some professional experience but no international exposure. The average age was 30-35 years.

Students: The students applied for admission into the course and were selected by the Program Director. The students completed a study abroad application packet that included the Walker Award application and a short online registration with the travel logistics vendor. The tuition for the hybrid course was a standard online graduate per credit rate. In addition to the tuition, students were responsible for a $150 study abroad fee and a program fee covering the on-location costs such as accommodation, local transportation and most meals. The students were responsible for their airfare to and from the travel destination. Walker Travel Award was available up to a $1000 towards related travel expenses. All students were required to participate in the travel component of the course.

Destination and length of study tour: In choosing the destination for the hybrid course study tour, the instructor considered location that provided students with a rich selection of business-related site visits to supplement the study of branding. Following this line of reasoning, Vienna as the European business hub with cultural ethos was chosen as a focal business city for the study trip. In fact, many global brands have in Vienna their headquarters and many cultures have their stake in forming Vienna’s cultural character. The travel took time in August during our summer break. This allowed us to have our post-trip sessions during the fall semester. Our study tour lasted seven days. This time frame enabled us to accomplish our academic goals. However, the students’ feedback indicated that a study tour should last 10-14 days to allow students to become comfortable in a foreign culture, and to lower the cost of the trip so that more students can participate.

Academic content: The course consisted of seven learning modules with the duration of one week each: Vienna Study Week, Cognitive and Emotional Foundations, Brand Equity, Auditing Brand Equity, The Symbolic Meanings of Brands, Cultural Meaning Systems, Brand Strategies 1- Symbolic Brands, Brand Strategies Two – Low-Involvement Brands. The Blackboard learning platform was used to teach the post-trip component of the course.

Until now, a key issue for management educators has been the potential of the course themes to resonate with the themes on which real business is centered. In this course we discussed brands and branding, paying particular attention to highlighting the fundamental tension for companies and their leaders to deliver on the “triple bottom line” of environmental, social, and financial performance. The CSR and sustainability at Backhausen, IBM, Starbucks, and T-Mobile mean considering the company’s impact on the environment and its impact on society. The corporate site visits and meetings with CMOs demonstrated that achieving CSR and sustainability is not necessarily about marketing rhetoric, but a fundamental leadership challenge that involves employee motivation and transparent reporting. In its didactic stance, the link
between gender, sustainability, and branding is in tune with the theoretical approach taken in this course because it emphasizes the pivotal role of brand symbolism over cognitive, information-processing branding. Brand symbolism, following Douglas Holt (2004), delivers customer value by providing culturally resonant stories that customers use to buttress their identities. These stories are relived by customers as they consume the product. Holt’s (2004, p. 4) model of cultural branding “details the brand’s stakes in the transformation of culture and society and the particular cultural expressions the brand uses to push for these transformations”. In particular, Holt (2002, p. 88) argues: “As consumers peel away the brand veneer, they are looking for companies that act like a local merchant, as a stalwart citizen of the community. What consumers will want to touch is the way in which companies treat people when they are not customers. Brands will be trusted to serve as cultural source materials when their sponsors have demonstrated that they shoulder civic responsibilities as would a community pillar.” In this course, corporate site visits provided students with the real-life examples of socially responsible and sustainable branding. Students learned the key concepts through personal interaction with CMOs and demonstrated their understanding of and ability to apply course theories/concepts later in the course.

**Weekly Discussions and Journals:** During the travel portion of the course, the students were required to keep a daily journal in which they reflected upon their experiences. To insure that the students were writing in their journals, the instructor told them that their journal was a graded assignment. During the post-travel online portion of the course, the students were required to participate in our weekly discussions by posting their original comments and replying to two comments posted by the fellow students. The weekly discussions comprised two questions related to the learning modules (Cognitive and Emotional Foundations, Brand Equity, Auditing Brand Equity, The Symbolic Meanings of Brands, Cultural Meaning Systems, Brand Strategies 1- Symbolic Brands, Brand Strategies Two – Low-Involvement Brands).

**Other Written Assignments:** In addition to writing a journal and taking part in the weekly discussions, the students were required to submit two written case-analyses deciphering the brand strategies of Starbucks and BMW MINI and a “final lessons learned” essay. The Starbucks and BMW MINI case-studies provided the students with the opportunity to analyze how companies apply different branding paradigms: mind-share and cultural branding. The final essay reflected the culmination of students’ thoughts about branding. Rather than crafting a statement about final lessons learned in general, students were asked to write a concise summary of their learning about branding, using the question from Week 6 Discussion as the starting point: “To culturally brand or not to culturally brand?”

**Corporate site visits:** In choosing the companies for the corporate site visits, the instructor considered a number of relevant factors. First and foremost, the author considered companies that provide students with opportunity to experience a selection of both gender and CSR and sustainability related themes. Thus, IBM and Starbucks were chosen for the corporate site visits because both companies were prominent for their CSR and sustainability initiatives and the CMOs of both were women. T-Mobile and Backhausen were chosen because the CMOs of these companies were men. Six months prior to the course start, the public relations director of Webster University in Austria and the instructor contacted five companies (3M, Backhausen, IBM, Starbucks and T-Mobile) and kindly invited them to host company site visits. Four corporate executives representing Backhausen, IBM, Starbucks, and T-Mobile agreed to participate.
On the first day we visited IBM in Vienna and spent four hours with the chief marketing officer of IBM. She spoke to us about the importance of CSR and sustainability to IBM brand and gender as a critical factor of brand's sustainability. In particular, we learned about such projects as Smarter Ideas for Smarter Cities, Smarter Planet, and IBM Diversity Network: Austrian Women's Leadership Forum. On the second day we visited Backhausen (a privately owned textile company). We met with the CEO of the company who spoke to us about the sustainability initiative of the company. On the third day we visited Starbucks café in downtown Vienna where we spent more than three hours with the chief marketing officer for Austria and Switzerland. She hosted the multi-sensory coffee degustation. On the same day we visited T-Mobile and met with the chief marketing officer who talked on the importance of linking CSR and branding activities.

The company site visits lasted from three to four hours. The corporate visits involved a presentation by a CMO (IBM, Starbucks, T-Mobile) or CEO of the company (Backhausen), followed by a tour of the facility (Backhausen, T-Mobile), or a tour of the exhibition (IBM), or a degustation (Starbucks). The students had an opportunity to ask questions. The value of the site visits was significantly increased because the students researched these companies and compiled a list of questions that they had about the company and its branding strategy as a part of our pre-trip assignment. It is also important to note that the instructor communicated with the company representatives in advance of the corporate visit and explained the nature of the course, its learning objectives, and the importance of the visit. Chief marketing officers were extremely expressive about their experiences in their position and role as a brand author.

**Cultural experiences:** In addition to the corporate site visits designed to further academic goals, our itinerary included a sightseeing tour of Viennese cultural and historic sites. In addition, students were provided with the free time to experience Vienna in an individualized manner.

**Cross-cultural learning in the hybrid course**

How to advance the cross-cultural learning of the CSR and sustainability themes effectively? The author analyzes the underlying structure of cross-cultural learning in terms of the grounded theory of cross-cultural learning. The grounded theory originates from the author's earlier empirical research\(^1\) and explains the process underlying the learning and knowledge creation in top management teams (Skobeleva, 2008). The author here updates the original work and offers a deeper view of its implications for cross-cultural learning (see Figure 1).

The basic social process of cross-cultural learning has two phases and depends on five preconditions to move from one phase to the other. The five preconditions are: shared discourse; familiarity with the foundations of Business Administration; value of intellectual partnership; original experience valuable to the other partner; and the gravity of the project and

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\(^1\) Twenty-eight executives representing four companies were interviewed for the study. Interviewing is a particularly effective methodological strategy for examining knowledge-creation patterns since informal conversation in a café or company’s negotiation lounge parallels typical situations in which executives routinely talk about their business projects and make decisions for the future of their companies. Following the lead of contemporary sociological research, the author used qualitative grounded theory methodology to discern cultural patterns from detailed discussions of specific business decisions and actions. The resulting theory identified a cross-cultural learning process, linking the executives’ pursuit of innovation and discerning new business opportunities.
personal appeal of the team. The author calls the first phase the “knowledge synchronization”. This process is characterized by a continuous dialogue between the partners. They are in pursuit of new knowledge and are eager to learn from each other. They focus on the goal to elicit new knowledge, to find a better solution, to learn the way the partners solve common business dilemmas. The presence of shared discourse, familiarity with the foundations of Business Administration, value of intellectual partnership, original experience valuable to the other partner, the gravity of the project and personal appeal of the team facilitate the dialogue between the cross-cultural partners. They explore one another’s cultural world through sharing their values, knowledge, and visions of the future business. They exchange the valuable experience: the tacit knowledge of the industry structure, competition, market and culture in which their organization is embedded. The synchronization continues until the knowledge of both partners becomes somewhat symmetrical. As soon as it happens, the executives are able to adjust to shared vision of the challenge (e.g., customer needs, the properties of the product, the components of the brand value, unique CSR and sustainability initiatives, the sources of competitive advantage, and so on). The author calls the second phase the “mental hologram”\(^2\). The author borrows the concept “hologram” from physics and uses it here as a metaphor to denote the “whole picture”. As in holography, the partners establish new dimensions to the vision and experience “seeing a

\(^2\) For purposes of exposition, the author provides the example of a female executive who participated in the recent interpretive study. Her discussion of specific business decisions and actions exemplifies the discovery effect or “mental hologram” and illustrates the cross-cultural learning and knowledge creation best.

**Case “Kate’s Mental Hologram”:** Kate is a 37-year-old Belarusian entrepreneur who has worked hard for the past 15 years to build a successful business in Belarus and Russia. She compares herself to other managers, among whom she can be more determined, empathetic yet demanding, staking out the position of a woman in business within the men-dominated professional group. Kate is a university-educated professional with two master degrees — first in applied mathematics and second in business administration — both awarded by Belarusian State University. She started as an office manager in a private Lithuanian bank in the early 1990s when well-paid jobs were scarce in Minsk. As she earned enough capital to invest in her own enterprise, she started a leather currying shop in provincial town in the eastern Belarus. Kate is a keenly competitive woman and characterizes herself as an inquisitive mind. Few years ago she was allured by a Russian head-hunting agency to lead the international branch of a recently declassified military plant which used to be one of the Soviet Empire’s best-kept secrets, for it exploited advanced manufacturing sciences to supply the aviation industry. According to Kate, she tailors the competitive domain so that she can forge herself as a potent competitor and winner. In 2005 Kate was commissioned to find the international market for the plant’s produce. She was self-motivated to create social infrastructures which would provide new communications, and, thus, new business opportunities. She attended international trade fairs in Russia and Germany in pursuit to build cross-cultural networks. Few months later, while visiting the famous Frankfurt-am-Main Messe (trade fair) in Western Germany, Kate met Herald, a German engineer and an executive of the research and design laboratory inventing technological solutions for top-players in the German automotive industry (e.g., Mercedes, BMW and Volkswagen). Two executives experienced cross-cultural learning and discovered a dusted jewel among the array of components produced by the plant — highly resistive aircraft hose — which they decided to introduce in the German automotive market as an engine fuel hose. The unique technological feature of this aircraft hose was that it could withstand aggressive environmental forces (e.g., acid) and was engineered to be used in airplane’s fuel systems. After long hours of collaborative cross-cultural learning, dialogue-based knowledge transfer about the industry structure, market forces, demand and supply dynamics, Kate and Herald discerned a business opportunity in the cross-cultural domain, in the types of unexpected-practical-insight imagined by Holden (2008). They created a contract-based networked firm which constructed a draft of highly resistive aircraft hose and introduced this new device into the automotive engineering.
clear picture of the challenge”. This is a critical point because it signals the discerning of the new business opportunity. While the experience of seeing the “whole picture” occurs during both phases, phase two is critical for collaborative work. It is then that the person either becomes a leader for change and innovation in his or her organization or maintains the status quo. Understanding the two phases of the process of cross-cultural learning, and their underlying preconditions, reveals the roots of knowledge creation while providing a framework for anticipating and influencing cross-cultural learning and knowledge creation over time. For example, the grounded theory was put to use as a didactic tool to influence the collaborative cross-cultural learning in a management course (Skobeleva, Gomes, 2011). Students begin cross-cultural learning with a pursuit of innovation and may advance through the phases of knowledge synchronization and mental hologram.
Let us begin with phase 1. The intellectual interaction with the CMOs focused on the learning objectives of the study week. Prior to the company site visits, students were instructed to prepare questions for the CMOs. In its nature, the questions should uncover executive’s valuable experience related to his/her work on Austrian/European market: cultural differences in doing business, economic forces, governmental regulations, the structure of the industry, the sources of competitive advantage and so forth (see exchange of valuable experience, figure 1). By asking questions, the students adjusted to shared vision of the branding challenge (see adjustment to shared vision, figure 1). For example, the students asked the following questions: Who is the brand’s customer? What are the components of the brand’s value? How does the context of brand management in Europe differ from the context of brand management in the United States? How crucial are the corporate responsibility and sustainability stories in delivering the value of a brand in Austria? Are there leadership style and effectiveness differences between women and men? How do you perceive your role as a brand author? Why are women underrepresented in elite leadership roles?

From an MBA student: “Today we visited IBM in Vienna. We gathered into a conference room and prepared for Petra’s presentation. Petra herself could not have been a better example of the excellence that IBM strives for with their brand. She answered all of our questions with enthusiasm and thoughtfulness. After the presentation, we were given a mini-tour/presentation by one of Petra’s co-workers at IBM. He showed us IBM’s research project on building smarter cities known as the Edison Project. It was quite interesting to take a glimpse into the future of how life may change in time. It also spoke to the integrity of the brand of IBM that making the earth more efficient and greener stands firm with their mission.”

In order to bring the students’ learning experience to phase 2 which the author calls “mental hologram”, it is vital to let them experience the company’s brand and product embedded in different cultural context. Importantly, the chief marketing officers should guide the learning experience. Their primary goal is to help the students establish new dimensions to the vision as “a guide on the side” instead of “the sage on the stage”. For example, the IBM’s executive toured us through the SMART CITIES exhibition, providing unique details about the IBM’s sustainability research project (Smarter Ideas for Smarter Cities, Intelligenz für die Zukunft, Smarter Planet). One of the students shares the learning which took place during the tour:

From a MSc student: “We visited IBM today and were given an excellent presentation on the branding methodology that IBM uses as well as a tour of one of their newest initiatives, "smart city". I was reminded of the article "Why Do Brands Cause Trouble?" while on the tour. Petra mentioned that IBM is catered toward the "forward thinker" during her brief and that was corroborated by the "smart city" methodology, where IBM is beginning to use technology to create solutions to increase energy efficiencies and reduce crime rates. In the article, it cites the struggle that firms have with making their branding less manipulative and more authentic since the consumer is becoming smarter to how companies market their products. It appears that IBM is succeeding in placing their brand in real-world scenarios that are addressing current and upcoming global concerns (in this case, global energy consumption and, to a smaller extent, crime rates).”

During the company visits each CMO provided us with the selection of activities. For example, the Starbucks’ CMO responsible for Austria and Switzerland structured our coffee drinking experiences through degustation ritual exclusively organized and performed by baristas in one of
the Starbucks’ cafes in downtown Vienna. One of the students reports how the meeting with Starbucks’ executive helped him to learn the importance of sustainable branding in Europe:

From a MSc student, male: “Samantha from Starbucks was very hospitable and seemed genuinely pleased to host us. The Starbucks article was also very helpful to read beforehand and it gave me some forward knowledge of the Starbucks terminology. I found it interesting that a strong part of their European brand is their 100% fair trade coffee. According to Samantha, in Europe, fair trade is essential to seeing their products. This, in addition to IBM's Smarter Cities and Backhausen’s Returnity, is evidence of the ‘green’ initiative.”

The students’ feedback to the study abroad component indicated how much learning took place through the corporate visits. In particular, the students reported that the company site visits provided a once in a lifetime opportunity for them that they will never forget and the meetings with the executives transformed their learning experience. The representative comments from the student journals support this conclusion:

From a MBA student: “The best part of the experience was corporate visits! The executives that we met were world-class brand managers. I learned quite a bit from their knowledge and experience.”

From a MBA student: “Meeting Samantha was a great experience because she lived and breathed the Starbucks brand. And being a loyal customer of Starbucks, I was very interested in learning more about the brand. But as she spoke, I was very surprised as to how honest she was when describing the business and the brand.”

Significantly, all of the students indicated that they deepened their understanding of the Austrian/European culture as well as how important is the sustainability theme for European brands. Some of the students confessed that the learning about the crucial importance of sustainability will travel with them to the US. Thus, in terms of the suggested grounded theory, the students created new knowledge (discerned new business opportunities). Some representative student comments about the discovery effect experienced during the corporate site visits confirm these conclusions:

From a MBA student: “A developing trend with the Viennese companies we have visited is their acknowledgement of the impact production has on the environment. Companies as big as IBM and as quaint as Backhausen are both trying to be as environmentally friendly as possible while searching for new innovative ways to ensure that their future processes help the earth as much as they help their company’s profits. It is refreshing to see the importance of the environment to the companies in Vienna, and I hope to see that carry over to the U.S. before they miss an outstanding opportunity laid before them.”

The students engaged in the process of cross-cultural learning and learned about the CSR and sustainability practices of global and domestic iconic brands’ in Austria through the personal interaction with CMOs. In particular, the students learned about IBM’s CSR and sustainability initiatives (exhibition Smarter Ideas for Smarter Cities, Intelligenz für die Zukunft, Smarter Planet, Austrian Women Leadership Forum), about Backhausen’s recycling initiative Returnity, and about Starbucks’ approach to Fair Trade. The students’ posts in the Blackboard page for
this course are particularly poignant in this regard, yet each student learned his or her own lesson from the corporate visit:

From a MSc student: “I was also intrigued by Backhausen Returnity initiative. This is a program that "recycles" used fabrics and makes them into new products. Their reasoning behind this is to ensure the least amount of waste as possible, and to contribute to a healthier planet. It seems that European culture is moving towards a more environmentally-friendly business approach. This is corroborated by IBM's "Smarter City" campaign. I think that Backhausen realized that in order to remain competitive in the global market, they would eventually have to show the customer that they are doing what they can to help the environment. As a result, they have tweaked their brand to incorporate this. Clearly, they are using this initiative to shape customer perceptions about the company. They feel that it is important to be known as a "green" organization to survive as a company.”

Clearly, the instructor intended the corporate visits to provoke cross-cultural learning of iconic brands’ environmental and civic responsibilities, and the feedback received from the students confirms that it has done so. On the “Week 1 Discussion” page of the course, one of the students comments on her learning experience about role of gender as a critical factor of sustainability:

From a MBA student: “Also, getting to know Petra was very interesting. She is an executive in a predominantly man’s world. She has been able to climb the corporate ladder and position herself in the Board at IBM Austria. Petra herself is a brand because she has to prove to her colleagues and upper management that she is the best person for the job that she does. The way that she does it and also carries herself is admirable because she even though she has to be a tough executive since she’s a woman, she keeps her femininity in check and carries herself professionally. She is someone that I would look up to if I worked under her. Petra is a person that will push you to the best of your ability, especially if you are a woman.”

Paradoxically and perhaps unwittingly, Petra (CMO and brand author of IBM) provided culturally resonant story that student uses to buttress her identity. Besides, the Starbucks brand pushes for transformations in understanding the role of gender as a critical factor of sustainability.

Conclusion

The paper describes how the CSR and sustainability themes were incorporated into the hybrid course “Branding in Vienna” through the corporate visits. The purpose of the corporate visits was to develop students’ cultural awareness and appreciation of socially responsible and sustainable branding in Austria. Most students felt the corporate visits brought “tangible learning” to the online classroom, unveiled the linkage between corporate branding activities and environmental and civic responsibilities, and made the learning experience more genuine. Importantly, the course provided students with an opportunity not only to experience the subject matter during a one-week study tour to Vienna, but also to learn across cultures through the personal interaction with the chief marketing officers.

Creating knowledge across cultures constitutes a major challenge. The author suggests the theory as a means to advance the cross-cultural learning of the themes discussed in the paper. One implication of the author’s theory is that creating new knowledge is seldom a one-man job.
In fact, a chief marketing officer is a valuable intellectual partner who operates in an unfamiliar cultural domain and establishes a new dimension to the student’s vision. The other important implication is that experience of seeing the whole picture or “mental hologram” can result in the transformative learning. Nevertheless, personal interaction with a CMO presents inherent limitations in terms of its reproducibility. The planning and execution of the company site visits requires significantly more preparation and determination on the part of the faculty and the company’s executives.
References


Incorporating sustainability and corporate social responsibility into the hybrid course “Branding in Vienna” through corporate visits

Dr. Julia Skobeleva
Webster University, Vienna, Austria
Purpose

• How to integrate CSR and sustainability themes into management courses
• How to advance the cross-cultural learning of the themes effectively
Course:
MNGT 5870 Branding in Vienna

Students: American graduate students

Design: one study week in Vienna and six weeks of e-Learning
Genesis of the hybrid course

• To help students experience global business across national borders
• Hybrid course is the course with an e-Learning component accompanied by one week travel to a different country representing a culturally new learning landscape for the students
Academic content

Seven learning modules:

1. Vienna Study Week
2. Cognitive and Emotional Foundations
3. Brand Equity
4. Auditing Brand Equity
5. The Symbolic Meanings of Brands
6. Cultural Meaning Systems
7. Brand Strategies 1–Symbolic Brands; Brand Strategies 2 – Low-Involvement Brands
Corporate visits

- IBM
- Starbucks
- T-Mobile
- Backhausen
Corporate visits

• Personal interaction with the company’s chief marketing officers (CMOs of Starbucks and IBM were women, CMOs of T-Mobile and Backhausen were men)

• The company visits lasted from three to four hours
Smarter Ideas für Smarte Cities Intelligenz für die Zukunft

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Gesellschaft

Umwelt

MitarbeiterInnen

Markt

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Cross-cultural learning in the hybrid course
Figure 1. Basic social process of cross-cultural learning (source: author of the paper).

**Preconditions:** Shared discourse, familiarity with the foundations of Business Administration, value of intellectual partnership, original experience valuable to the other partner, the gravity of the project and personal appeal of the team.

**Phase 1. Knowledge Synchronization**
- Stages
  1. Exchange of valuable experience
  2. Adjustment to shared vision of the challenge

**Phase 2. Mental Hologram**
- Stages
  1. Establishing new dimensions to the vision
  2. Discovery effect

**Discerning New Business Opportunities**
Mental hologram – the experience of seeing the whole picture

• Creating new knowledge is seldom a one-man job

• Chief marketing officer is a valuable intellectual partner who operates in an unfamiliar cultural domain and establishes a new dimension to the student’s vision
Students’ feedback

“Vienna was such a great mix of history and culture while mixing in modern commerce and technology within the various locations visited. Experiencing the culture and the nuances of the city of Vienna was a learning environment in itself.”
Students’ feedback

“Companies as big as IBM and as quaint as Backhausen are both trying to be as environmentally friendly as possible while searching for new innovative ways to ensure that their future processes help the earth as much as they help their company’s profits.”
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Mysoon Otoum, Ph.D.
Dubai Women's College Business Faculty
Phone #: (+971 4 2089569)
Fax #: (+971 4 267 3939)

Bruce Stetar – DBA (cand.)
Associate Dean, Business Programs
Higher Colleges of Technology
United Arab Emirates
bstetar@hct.ac.ae

Dr. Ted Sun’s Vision: Being a Global Change Leader enabling systemic shifts in thought around the world and leading humanity toward evolution from Within.


Dr. Ted Sun - A chief dream maker is a master at developing people and organizations around the world. While NBC called Dr. Sun a world-renowned motivational speaker, he does much more than motivation. Holding terminal degrees in Business and Psychology, Dr. Sun transforms people’s thought processes.


Leadership Development and Organizational Design: in over 39 countries such as Leadership Worthington in the U.S., Power Ministry in Nigeria and Institute for Professional Studies in Ghana.
Dr. Mysoon Ayoub Otoum - A loving wife and the mother of three beautiful children. A Business Faculty member at Higher Colleges of Technology (Dubai Women’s’ College). She holds a PhD in Organization and Management, with a specialization in Information Technology Management, from Capella University Minnesota State in USA, and a master degree from California State University of Los Angeles in California in the USA. Her research interests are: Organizational Behavior, Supply Chain Management and Online Education. Dr. Mysoon has many articles published in peer reviewed journals in organizational behavior and information technology management.

Bruce Stetar - Bruce Stetar has over 20 years of experience as an educator, teaching among other things Business Communications, Management, Management Information Systems, Business Information Systems, Computer Programming, Computer Networking and various computer courses. Mr. Stetar is currently filling a leadership role as the Associate Academic Dean of Business Programs overseeing programs run across a 17 campus college system catering to 18,000 students in an ESL environment. In addition to his administrative duties he is also involved with the bi-annual Education Without Borders Conference, the Bi-annual Festival of Thinkers Conference, and he serves on numerous faculty search committees. Bruce has successfully authored three accreditation self-study reports, including his College’s ACBSP Reaffirmation Self-Study Report in 2006-2007, and has been the main contact/organizer for four site evaluations to HCT. Prior to entering academics, Mr. Stetar had a successful career in business, working for over fifteen years in the finance and oil industries.

Mr. Stetar has held numerous professional certifications, has been a recipient of the Lousie McKinney Scholarship, and was a member of the U.S. National Dean’s List. He is also currently pursuing his doctorate through an ACBSP accredited school.

Mr. Stetar has been involved with the Accreditation Council for Business Schools & Programs (ACBSP) since 2005 and is currently the Immediate-Past President for Region 8 and a Member of the Baccalaureate/Graduate Board of Commissioners. He has attended, and presented at, numerous Annual/Regional conferences, chaired/served on numerous ACBSP Accreditation Teams, has mentored three schools through the ACBSP accreditation process, and is the ACBSP Champion and Representative to ACBSP for HCT.
A Global Discovery of Learner Motivations: Building a foundation for systemic enhancements within higher education

Dr. Ted Sun  SMC University
Dr. Mysoon Otoum  HCT
Bruce Stetar  HCT
Your student’s core motivations

- What are your students’ top values?
- Values alignment in education?
The Story

ACBSP Region 8 Conference in Vienna
Austria 2010

Special Credit to

'James E Goodpasture'

Budget of $125 from Indianapolis. Thank you!

1st region collaborative research effort
Sample size = 1455

Colleges from 94 Countries Participated in the study.

Valid Educational Background:

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Count</th>
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</thead>
<tbody>
<tr>
<td>College Graduate</td>
<td>298</td>
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<tr>
<td>Doctoral/PhD</td>
<td>48</td>
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<tr>
<td>Graduate/Professional Degree</td>
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<tr>
<td>High School Graduate</td>
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</tr>
<tr>
<td>Some College</td>
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<td>Some Graduate School</td>
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</table>
The instrument: 63 Values were presented to determine the 8 Core values (Sun, 2011)

<table>
<thead>
<tr>
<th>Personal Achievement / Excellence</th>
<th>Courage</th>
<th>Freedom</th>
<th>Legacy</th>
<th>Security</th>
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</thead>
<tbody>
<tr>
<td>Organizational Achievement/Excellent</td>
<td>Decisiveness</td>
<td>Friendship</td>
<td>Loyalty</td>
<td>Service/Helpful</td>
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<tr>
<td>Adventure/Challenge</td>
<td>Democracy</td>
<td>Fun /Happiness</td>
<td>Order</td>
<td>Simplicity</td>
</tr>
<tr>
<td>Authority</td>
<td>Dependability</td>
<td>Growth</td>
<td>Optimism</td>
<td>Speed /Fast Pace</td>
</tr>
<tr>
<td>Balance</td>
<td>Diversity</td>
<td>Honesty</td>
<td>Passion</td>
<td>Spirituality</td>
</tr>
<tr>
<td>Career</td>
<td>Ecological awareness</td>
<td>Independence</td>
<td>Perfection</td>
<td>Stability</td>
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<tr>
<td>Change</td>
<td>Efficiency</td>
<td>Influence</td>
<td>Pride</td>
<td>Status</td>
</tr>
<tr>
<td>Comfort</td>
<td>Empathy/Kind</td>
<td>Inner harmony</td>
<td>Privacy</td>
<td>Structure</td>
</tr>
<tr>
<td>Community</td>
<td>Fairness</td>
<td>Innovation / Creativity</td>
<td>Quality</td>
<td>Teamwork</td>
</tr>
<tr>
<td>Competence</td>
<td>Fame</td>
<td>Integrity</td>
<td>Recognition</td>
<td>Trust</td>
</tr>
<tr>
<td>Competition</td>
<td>Family</td>
<td>Intensity</td>
<td>Religion</td>
<td>Wisdom</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Financial Independence</td>
<td>Knowledge</td>
<td>Respect</td>
<td></td>
</tr>
<tr>
<td>Country</td>
<td>Health</td>
<td>Leadership</td>
<td>Responsibility</td>
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</tr>
</tbody>
</table>
The instrument: Key constructs

- Extrinsic goal orientation
- Intrinsic goal orientation
- Self Efficacy
- Systemic awareness

- Cronbach Alpha (0.931)
## Top 8 Values Comparison: other studies

<table>
<thead>
<tr>
<th>Priority</th>
<th>U.S. Value System</th>
<th>Chinese Values System (Sun, 2011)</th>
<th>ACBSP Region 8 Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Family</td>
<td>Health</td>
<td>Fairness</td>
</tr>
<tr>
<td>2.</td>
<td>Integrity</td>
<td>Family</td>
<td>Authority</td>
</tr>
<tr>
<td>3.</td>
<td>Honesty</td>
<td>Career</td>
<td>Friendship</td>
</tr>
<tr>
<td>4.</td>
<td>Health</td>
<td>Fun/Happiness</td>
<td>Integrity</td>
</tr>
<tr>
<td>5.</td>
<td>Fun/Happiness</td>
<td>Competence</td>
<td>Comfort</td>
</tr>
<tr>
<td>6.</td>
<td>Passion</td>
<td>Personal Achievement</td>
<td>Fun/Happiness</td>
</tr>
<tr>
<td>7.</td>
<td>Trust</td>
<td>Competition</td>
<td>Trust</td>
</tr>
<tr>
<td>8.</td>
<td>Respect</td>
<td>inner Harmony</td>
<td>Fame</td>
</tr>
</tbody>
</table>
## Results: #1 Value

<table>
<thead>
<tr>
<th>Values</th>
<th>Frequency</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>Fairness</td>
<td>244</td>
<td>17.4</td>
</tr>
<tr>
<td>Authority</td>
<td>162</td>
<td>11.6</td>
</tr>
<tr>
<td>Friendship</td>
<td>87</td>
<td>6.2</td>
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</table>
### Results: #2 Value

<table>
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<th>Percent</th>
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</thead>
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<tr>
<td>Fairness</td>
<td>154</td>
<td>11.0</td>
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<tr>
<td>Authority</td>
<td>106</td>
<td>7.6</td>
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<td>Friendship</td>
<td>83</td>
<td>5.9</td>
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Results: #3 Value

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<th>Frequency</th>
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</thead>
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<tr>
<td>Integrity</td>
<td>86</td>
<td>6.1</td>
</tr>
<tr>
<td>Authority</td>
<td>77</td>
<td>5.5</td>
</tr>
<tr>
<td>Fairness</td>
<td>75</td>
<td>5.4</td>
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</table>
## Latter Priorities

<table>
<thead>
<tr>
<th></th>
<th>Rank 1</th>
<th>Rank 2</th>
<th>Rank 3</th>
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</thead>
<tbody>
<tr>
<td>Top 4(^{th}) value</td>
<td>Fairness (5%)</td>
<td>Fame (4.8%)</td>
<td>Integrity (4.6%)</td>
</tr>
<tr>
<td>Top 5(^{th}) value</td>
<td>Integrity (5.8%)</td>
<td>Friendship (4.1%)</td>
<td>Intensity (3.8%)</td>
</tr>
<tr>
<td>Top 6(^{th}) value</td>
<td>Integrity (5.7%)</td>
<td>Intensity (4.3%)</td>
<td>Fun /Happiness (3.9%)</td>
</tr>
<tr>
<td>Top 7(^{th}) value</td>
<td>Integrity (4.6%)</td>
<td>Intensity (4.0%)</td>
<td>Trust (3.7%)</td>
</tr>
<tr>
<td>Top 8(^{th}) value</td>
<td>Trust (3.6%)</td>
<td>Integrity (3.5%)</td>
<td>Perfection (3.4%)</td>
</tr>
</tbody>
</table>
### Top values Comparison by Country of Origin

<table>
<thead>
<tr>
<th>Country</th>
<th>Value #1</th>
<th>Value #2</th>
<th>Value #3</th>
</tr>
</thead>
<tbody>
<tr>
<td>India (n=355)</td>
<td>Fairness</td>
<td>Authority</td>
<td>Personal Achievement / Excellence</td>
</tr>
<tr>
<td>Mongolia (n=222)</td>
<td>Fairness</td>
<td>Friendship</td>
<td>Authority</td>
</tr>
<tr>
<td>UAE (n=134)</td>
<td>Fairness</td>
<td>Religion</td>
<td>Authority</td>
</tr>
<tr>
<td>USA (n=64)</td>
<td>Fairness</td>
<td>Trust</td>
<td>Religion</td>
</tr>
<tr>
<td>Ghana (n=138)</td>
<td>Authority</td>
<td>Comfort</td>
<td>Inner Harmony</td>
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## Descriptive Statistics

<table>
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<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
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<tr>
<td><strong>Extrinsic Goal Orientation</strong></td>
<td>1454</td>
<td>1.00</td>
<td>6.00</td>
<td>4.730</td>
<td>1.015</td>
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<tr>
<td><strong>Intrinsic Goal Orientation</strong></td>
<td>1454</td>
<td>1.00</td>
<td>6.00</td>
<td>4.930</td>
<td>.821</td>
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<tr>
<td><strong>SelfEfficacy</strong></td>
<td>1454</td>
<td>1.00</td>
<td>6.00</td>
<td>4.834</td>
<td>.821</td>
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<tr>
<td><strong>SystemicAwareness</strong></td>
<td>1451</td>
<td>1.00</td>
<td>6.00</td>
<td>5.109</td>
<td>.937</td>
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## Correlational Analysis

<table>
<thead>
<tr>
<th></th>
<th>Extrinsic</th>
<th>Intrinsic</th>
<th>Self Efficacy</th>
<th>Systemic Awareness</th>
<th>CValue1</th>
<th>CValue2</th>
<th>CValue3</th>
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<tbody>
<tr>
<td>Extrinsic</td>
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<td></td>
<td></td>
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<tr>
<td>Intrinsic</td>
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<td>1.000</td>
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<td><strong>Self Efficacy</strong></td>
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<td><strong>0.771</strong></td>
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<td>Systemic Awareness</td>
<td>0.559</td>
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<tr>
<td>CValue1</td>
<td>0.299</td>
<td><strong>0.379</strong></td>
<td>0.348</td>
<td>0.351</td>
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<tr>
<td>CValue2</td>
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<td>0.348</td>
<td>0.357</td>
<td>0.356</td>
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<td>CValue3</td>
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<td>0.332</td>
<td>0.348</td>
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### Gender differences?

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<td>Fairness</td>
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<tr>
<td>Authority</td>
<td>86</td>
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<tr>
<td>Friendship</td>
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<table>
<thead>
<tr>
<th>Value</th>
<th>Count</th>
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<tr>
<td>Fairness</td>
<td>94</td>
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<tr>
<td>Authority</td>
<td>76</td>
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<tr>
<td>Personal Achievement / Excellence</td>
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### Extrinsic Goal Orientations

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P-value</th>
<th>F crit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
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<td>16.73</td>
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<td>Within Groups</td>
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<td>1,452.00</td>
<td>1.02</td>
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<tr>
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<td>1,453.00</td>
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### Intrinsic Goal Orientations

<table>
<thead>
<tr>
<th>Source of Variation</th>
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<th>MS</th>
<th>F</th>
<th>P-value</th>
<th>F crit</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Within Groups</td>
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## Variance Analysis

### Self Efficacy & Systemic Awareness

#### Self Efficacy

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<th>MS</th>
<th>F</th>
<th>P-value</th>
<th>F crit</th>
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</thead>
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<tr>
<td>Between Groups</td>
<td>5.36</td>
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<td>5.36</td>
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<td>Within Groups</td>
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</table>

#### Systemic Awareness

<table>
<thead>
<tr>
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<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
<th>P-value</th>
<th>F crit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>2.62</td>
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<td>2.62</td>
<td>2.70</td>
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<tr>
<td>Within Groups</td>
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<td>295.00</td>
<td>0.97</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
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</table>
## Variance Analysis

### Strength of Value 1

<table>
<thead>
<tr>
<th>Value1 Strength</th>
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<tbody>
<tr>
<td>Between Groups</td>
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<td>.002</td>
<td>.034</td>
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<tr>
<td>Total</td>
<td>1358</td>
<td></td>
<td></td>
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<tr>
<td>Gender Difference</td>
<td>Extrinsic Goal Orientation</td>
<td>Intrinsic Goal Orientation</td>
<td>Self Efficacy</td>
<td>Systemic Awareness</td>
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<tr>
<td>-------------------</td>
<td>---------------------------</td>
<td>---------------------------</td>
<td>---------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>
Moving Forward: Academic Contributions

- More countries
  - http://www.studentcoremotivationstudy.org/

- Analysis
  - By Region
  - By gender
  - By Generation

A Contextual system for cultural analysis
  - Rival Hofstede’s model
Moving Forward: Practical Contributions

- Assessment of University alignment: strategic initiatives, curriculum, educational principles
- Helping faculty develop course content based on student values – emotional attachment to learning
- Further collaborations amongst member institutions – knowledge creating spiral (i.e. no more duality)
- Etc.
The Cosmopolitan Generation and Sustainability within Business Schools

Frida Nilvander  
M.Sc., Research Candidate  
Member of University Council for Sustainable Development  
University of Gävle  
S-801 76 Gävle  
Sweden  
E-mail: franir@hig.se  
Phone: +46 703043933

Rolf Illum-Engsig  
M.Sc., Research Candidate  
Business School Lausanne  
Rte de la Maladière 21  
CH-1022, Chavannes  
Switzerland  
E-mail: rolf.engsig@bsl-lausanne.ch  
Phone: +41 21 619 06 06

Abstract: This paper is exploring the Cosmopolitan Generation, how their thinking should be reflected in integrating sustainability in business school curricula; and how this can be an integrated into a business schools service marketing concept.

This paper develops a model for integrating sustainability in business school curricula, based on a previous model by Rusinko. It presents a University in Sweden that has succeeded to integrate sustainability in their business model. It is shown that this university has accomplished sustainability strategies. Furthermore this paper provides a model for incorporating sustainability in the service marketing concept of a business school, based on a previous model by Rajshekhar et al.

Keywords: Sustainability; Business School; University; Cosmopolitan Generation; Curricula; Rusinko; Service Marketing.


Frida Nilvander is a Research candidate at the University of Gävle since 2009. Conducting qualitative and quantitative research on service strategy and service marketing in an international context. Special focus on service provider’s standardization / individualisation of services in international markets. She is also a Member of University Council for Sustainable Development.

Rolf Illum-Engsig is a Research candidate at Business School Lausanne since 2010, conducting research on the cosmopolitan generation and the consequences for human resource management in large multinational enterprises. He is Head of Human Resources for Nestlé Research and Development in Germany.
Introduction:

This article aims to help business schools in their integration of sustainability into their curricula and services marketing, and it contributes to the understanding of the needs of the cosmopolitan generation when it comes to their requirements of business schools.

Sustainability in business schools is a well discussed topic in literature during the past few years. Many journals have addressed the topic including “International Journal of Sustainability in Higher Education” and “Journal of Management Education” as some of the leading ones. Much of the discussion has been centered around how sustainability can be implemented in business schools practice and how it can be utilised as an element of the service marketing concept.

By linking three different models, in sequence firstly a model of the cosmopolitan generation (Illum-Engsig, 2010), secondly a model for integrating sustainability in business schools curricula (Rusinko 2010) and thirdly the model of services marketing of international business schools (Rajshekhar et al 2009), this article aims to illustrate international marketing strategies that business schools can use when marketing management education.

Almost all business schools are marketing themselves to attract new students. However, there is a research gap for sustainable development that calls for new pedagogical innovations that both provides interactive experimental, transformative and real world learning (Brundiers et al 2010), and at the same time attracts the new generation of students. If students are to cope creatively and successfully with society’s most difficult problems, they must be exposed to those problems; therefore business schools needs to find innovative ways to develop student capabilities (Rowe, 2007).

By analyzing the three different fields of research it has been possible to identify components and see where combinations of these fields can be favourable when a business school wants to attract this new cosmopolitan generation. This article illustrates how the extracted models can be used by examples from a university in Sweden that has succeeded in working with their sustainability strategies by following and later further developing these models.

By looking at services marketing, requirements from the cosmopolitan generation and research about sustainable education this article explores the relationships between them. The study is interesting because it combines two different fields of research that successfully can be combined in order to come closer to both what students wants and how sustainability can be integrated in the curriculum.

The Cosmopolitan Generation

There is a group of people being strongly influenced by cosmopolitanisation - this is the generation called the cosmopolitan generation. Ongoing studies by the authors indicate that a cosmopolitan generation can be identified as a group of people belonging to the generation
typically born in the 1980’s, commonly influenced by the ongoing cosmopolitanisation and the liquidity of times. The term ‘cosmopolitan generation’ is independently coined by Linda Brimm in “Global Cosmopolitans” (Brimm, 2010) and Rolf Illum-Engsig (Illum-Engsig, 2010).

Dr. Linda Brimm, teaching organizational behavior at INSEAD, has studied identity development and change in the lives of the next generation of managers, amongst her own students. She is saying about her students:

“I call them Global Cosmopolitants, they are a talented population of highly educated, multilingual people that lived, worked and studies for extensive periods in different cultures. While their international identities have diverse starting points and experiences, their view of the world and themselves are profoundly affected by both the realities of living in different cultures and their manner of coping with the challenges that emerge.” (Brimm, 2010).

Brimm is looking specifically at students and in her research viewing cultures as the primary variable.

Illum-Engsig presented the concept of the cosmopolitan generation during an ACBSP conference in Vienna 2010 to a group of business school leaders. Illum-Engsig was raising the question: “Is there a new generation entering the labour market? And who is influenced by cosmopolitanisation? A generation that not only reflect the universal conflict between young and old but a whole new way of perceiving and responding to the world?” (Illum-Engsig, 2010)

The views of Brimm and Illum-Engsig are slightly different, the one taking point of departure in the actual characteristics of students belonging to the cosmopolitan generation, and the other taking point of departure in the mega trends shaping the world and then secondly looking at the consequences for the people entering the labour market.

The common view is, that an array of unforeseen social, environmental, and financial consequences of human activities undertaken with other intentions are influencing the cosmopolitan generation.

Sustainability is thus at the core of what the cosmopolitan generation understands of a changing world. E.g. the globalization of markets and international exchange of goods, capital and work. These tendencies have consequences of a social character related to labour conditions, welfare, and the role of social structures in families and societies. Secondly also environmental consequences detaching consumption and benefit from environmental impact in space/geography and time. And, thirdly consequences in terms of global distribution of wealth and financial means.

The cosmopolitanisation process is defined by Ulrich Bech (Bech, 2006). “Cosmopolitanisation is a non-linear, dialectical process in which the universal and the particular, the similar and the dissimilar, the global and the local are to be conceived, not as cultural politarities, but as interconnected and reciprocal interpenetrating principles.”
This is an important argument in order to understand how the cosmopolitan generation thinks.

Firstly the cosmopolitan generation does not think linear. Previous generations have typically seen development as linear combined with some kind of quantum leaps of revolutionary character. The non-linear thinking is picturing the development processes as chaotic and unsystematic with very wide possible outcomes, requiring new methods and concepts to understand and to predict the future. The cosmopolitan generation think liquid – everything is floating and dynamically taking shape, potentially running out or evaporating.

Secondly the cosmopolitan generation believes that “meaning” only exists in a dialectic process. Sense can only be created as a result of opposing arguments being met through procedural argumentation creating a full picture comprising what seems to be contradictory. The cosmopolitan generation has everything up for discussion; there are few or no predetermined concepts of meaning. Religion, ideology, history are no longer fixed points. The dialectical nature of cosmopolitan generation can be viewed in the context of modern philosophy. Transcendental dialectic is according to Immanuel Kant (1788) a critique of the logical sense. The transcendental dialectic uncovers the contradictions in the human mind when trying to understand and interpret phenomena that are beyond current knowledge. Dialectic is seen as a contradiction to demonstrated or confirmed knowledge. The thinking of the cosmopolitan generation on this topic is absolutely not new in philosophy, but it seems that thinking is much more pervasive in this generation.

Thirdly the cosmopolitan generation can - based on the previous argument - unite viewpoints and activities that in classic modernity seem to be incompatible by being both universal and particular, and addressing similarities and well as dissimilarities. The cosmopolitan generation does not distinguish between being general and being specific and in being amongst equals or people who are different.

Fourthly for the cosmopolitan generation local and global are seen as interconnected and reciprocal principles. Global only has a meaning when it is related to something local. And local only has a meaning when it is related to something global. The cosmopolitan generation can from this point of view also be seen as a further development on top of the concept of globalisation. The cosmopolitan generation has taken in the whole world – like Atlases carrying the world - and they are still independent individuals. In relationships the cosmopolitan generation is both valuing being amongst equals and amongst opposites.

The four thinking patterns that are characteristic for the cosmopolitan generation – liquid thinking; dialectic sense making; bridging between general and specific; and global/local thinking – are directly related to sustainability. It could be claimed that these thinking patterns are prerequisites for sustainability thinking.
Interestingly enough both globalisation and anti-globalisation can be seen as phenomena of the cosmopolitan generation. The purpose of this article is not to analyse globalisation, but it is worth while noticing, that the term globalisation mainly has been used in connection with free trade, free investment rights, and other economic measures aimed at increasing the total economical wealth of the world; and the term anti-globalisation primarily has been used to describe the resistance, and the opposition to international economic institutions and companies, environmental and sustainability concerns etc. From a semantic point of view both the words – globalisation and anti-globalisation – are heavily loaded. And both globalisation and anti-globalisation are global.

The cosmopolitan generation should not be mistakenly mixed up with internationalism. Internationalism presupposes the nation state and some unity of people within the nation state creating the notion of ‘us’ and ‘them’. The cosmopolitan generation does not presuppose the national state, but merely sees the nation state as historical political fact. The cosmopolitan generation has only a vague connection to nationality. The cosmopolitan generation is not characterised by nationality, ethnicity or culture. Long term they will not be seen as expatriates or immigrants.

Continuous research by Illum-Engsig has further explored the cosmopolitan generation amongst young research scientists (Illum-Engsig 2010).

The cosmopolitan generation is a transnational workforce of highly qualified employees performing work across boundaries of nation states. This is a highly mobile workforce and national immigration laws typically allow these professionals to live and work in countries where their qualifications are in demand.

The cosmopolitan generation is facing many types of personality and relationship challenges which every person strives to find solutions to. Brimm is pointing out that global cosmopolitans raise important questions about the definition of family, the definition of a good friend and the long term effects of global mobility (Brimm, 2010).

Summarising what is known about the cosmopolitan generation it can be seen as liquid. ‘Liquid’ thinking represents a move away from solid thinking – the predominant thinking in modernity. Post modern liquidity as perceived by the cosmopolitan generation is becoming the norm. Solid structures are not seen as modern. Liquid thinking means that everything can flow together, there are no structural reasons for things to be non related. Liquid means that everything can interrelate.

Zygmunt Baumann is describing the passage from ‘solid’ to ‘liquidity’ in the much referred book “Liquid Times – Living in the Age of uncertainty” (Baumann, 2007). In complete alignment with the ‘liquid thinking’ Baumann does not offer strict definition, but rather broad reflections forcing the reader to make the synthesis, thus no direct quotation in this article. The
metaphor of ‘liquidity’ is also broad forward by Bech (Bech, 2006) although here mainly related to cosmopolitanism and not thinking processes in general.

The last characteristic of the cosmopolitan generation to be outlined here is their perception of a civilisational ‘community of fate’ and ‘cosmopolitan empathy’ as pointed out by Bech. (Bech, 2007) and here expanded on the basis of the ongoing research by Illum-Engsig.

The cosmopolitan generation is increasingly aware of the inescapable uncertainties and at the same time not necessarily able to rationalise those risks. The population who are not member of any privileged group – the under underprivileged majority of the world population – is also progressively being more and more aware of global risks and their dependencies with the rest of the world are rapidly growing. There is no longer something like a self contained, self sustaining community. Liberalisation, deregulation, opening of world markets, international organisations are made to increase the economic growth and as an unplanned side-effect they all contribute to global risks, and global dependencies.

This argument can be seen as a link to understand which requirements the cosmopolitan generation puts on business schools in terms of sustainability. In the light of the analysis in this chapter, next chapter will explore the how based on this sustainability can be integrated in curricula.

Sustainability in Business Schools

Sustainability is being integrated in Business Schools all over the world. One model originally presented by Cathy A. Rusinko from Philadelphia University in several articles (Rusinko, 2010) has taken a dominant position as point of reference. Rusinko’s model is specifically developed for management and business education, but in this context we will see that it may be applicable for other types of University programmes.

The cosmopolitan generation has certain characteristics in terms of thinking process, relations, and the concepts of ‘community of fate’ and ‘cosmopolitan empathy’. This chapter addresses the link between these characteristics of the cosmopolitan generation on the one hand and the actual implementation on the other hand.

Rusinko is suggesting a two dimensional matrix model for developing sustainability in a curriculum with the horizontal dimension distinguishing between delivering sustainability contents in existing curriculum structures or delivering in new structures being targeted to sustainability; and with the vertical dimension distinguishing between discipline specific and cross discipline. Rusinko points out that: “the inclusion of both curricular and co-curricular learning helps business schools to approach sustainability as a more holistic issue, which is the way that sustainability is approached by effective decision makers in effective organizations.” (Rusinko, 2010)
The question is then how implementation of sustainability according to this model is matching the cosmopolitan generation?

The cosmopolitan generation is as seen previously non-linear and liquid in their thinking. This means that it is questionable whether it is sufficient to utilise existing structures and create new ones to capture the sustainability. It is therefore required to create new methodology programmes outside existing curricula structures to look differently at learning in order to correspond to the liquid thinking.

The cosmopolitan generation sees meaning in the dialectics, and consequently sustainability needs to be integrated in curricula, not as a consistent aligned content, but just as well as a mean to create contradicting arguments producing the discord necessary for the cosmopolitan generation to see the meaning. Meaning is dependent on the conflictual nature of sustainability topics. Traditional modernistic logic does make sense when teaching sustainability, but is insufficient to create the meaning out of the dialectic.

The cosmopolitan generation combines the universal with the particular. This is important to understand for business schools, as this is putting requirements not only on the contents, but also the specific actions the Business school is representing. So the actual sustainability practices – on all the three dimensions of social, environment, and financial sustainability – are crucial for the entirety. In other words, you cannot have a sustainability curriculum without having sustainability practices of the school operation.
The cosmopolitan generation is local and global. The duality of this should be reflected in the curricula. The consequence is that the sustainability in school curricula therefore needs to be both global and local.

Conclusively business schools will have to know that the cosmopolitan generation already has a strong sense of belonging to the civilisational 'community of fate' that should be taken more as a given than as part of the learning. The ‘community of fate’ has to be integrated in the learning process based on its existence exploring the nature of it.

‘Cosmopolitan empathy’ will increasingly be a part of the student’s intrinsic motivation to carry out studies. It can be claimed that universities and perhaps more specifically Business Schools carry a part of the responsibility for the state of the world today. The teaching of the 50’s, 60’s, 70’s, 80’s is seen today as the unforeseen consequences of actions that was done with other purposes. During the 70’s some of the basic conditions for economic development changed. Major contributors to the changing economic environment were the increasing powerful role of international governmental organisations, many nation states were de-regulating and privatising, movement away from gold-conversion of currencies, advancement of regional free trade zones, increased decoupling production and consumption, etc. Sales, finance and production were globalised and the powers centralised as a results – perhaps unwanted (Went, 2004). Furthermore Went is pointing out: “This unprecedented economic globalisation has been accompanied by the strengthening of international organisations and regulation to facilitate the Internationalization of trade, finance and production, but serious attempts to globalize social rights the provision of public goods, democracy, and environmental norms have been weak or hardly existent.” Teaching plays a role here in counteracting these tendencies by including sustainability.

On the basis of these arguments we are proposing an extended model to picture the integration of sustainability in business school curricula. The model is incomplete in only looking at current structures and new structures. The cosmopolitan generation put requirement on the curriculum thinking also to comprise a layer of liquid curricula. Unstructured or ‘out of structure’ learning is fundamental in engaging the cosmopolitan generation in learning sustainability.

And in the same way the distinction between narrow and cross functional curricula is insufficient to embrace the cosmopolitan generation. And again it is important to add a layer of liquid, undisciplined or ‘out of discipline’ learning to the curricula.
The cosmopolitan generation will learn sustainability through a liquid learning space that is freed from disciplinary curricula and freed from structures. The ‘acid test’ of sustainability learning will be whether the learning actually brings sustainability improvements as a direct consequence of the learning. This again will foster active learning, applied research, what is called ‘real world learning’, where the learning process cannot and should not be separated from sustainability improvement in the world. (Brundiers et al 2010). Only then, it will be possible to fully take advantage of the cosmopolitan generation’s thinking and translating that into effective learning fuelled by intrinsic motivation.

The application of the model that originally takes in point of departure in the field of management and business education can be applied carefully into other fields of study; social sciences, economics, health sciences, technology etc. It is not the purpose of this paper to explore the borderlines towards other fields of study in history, literature, philosophy etc. or natural sciences where the application of the model is questionable.

Interestingly enough Rusinko is pointing out: “In future studies, there is the potential to extend the matrix. For example, a future study can address course-level content and outcomes measures, perhaps as a third dimension of the matrix.” (Rusinko, 2010). The proposed model is doing exactly that and adding third dimension reflecting a non curricular, not structured space where specific outcomes can be created.
Sustainable Practices

In line with Rusinko (2010) we believe that there is not one straight way to Sustainability in business education. One example of a school that has used the matrix of Rusinko is a Swedish university – University of Gaevle. The university enrols approximately 14 500 students in over 50 programmes. The University is the only university in the small town and they educate mainly in business strategy, engineering, school teaching and nursing. The university is divided into 4 different faculties, but they all collaborate when it comes to sustainability, structure and strategies.

The University has been working with their sustainable environment profile for over 10 years and is now one of the highest ranked public authorities in Sweden when it comes to environmental sustainable management. (Swedish Environment agency 2011). The goal of being one of the first certified universities for sustainability has been realised through a multi disciplinary, campus wide strategy including mainly curricular and broad curricular options, but also some floating “liquid” options. This is internally proven to be a good strategy especially when it comes to marketing and attracting international students.

By using Rusinko’s matrix as a base the university has worked their way from the upper left quadrant when only a few employees were interested and the budget still small. As the years have passed sustainability have been more and more integrated in the management and the school are now working with both curricular and broad curricular options on a day to day basis. In order to attract the new cosmopolitan generation they have also done some liquid acts that very easily can float between existing structures and new structures. Examples of actions that are done within the university are as follows.

Curricular Options

The university administration strongly supports sustainability in the curriculum, and therefore all teachers are involved in the activities that lead to an ongoing improvement of the teaching when it comes to sustainability within the curricula. One example of it is that every teacher classifies their own courses whether it has sustainable elements or not. This is done according to earlier research by Lindqvist and Sammalisto 2008, who argues that this procedure can stimulate faculty members to integrate sustainable developments in their courses. This is also used for the administration in order to keep track of how many courses that have sustainable elements, but it can also be used as an argument in marketing of the different courses.

In most of the courses sustainability is included as a small part of the course, and the teacher is free to integrate sustainability as much he or she think is relevant. Examples of that can be guest lecturers, problem based learning, and case based themes. But sustainability can also be seen in the use of tools to decrease environmental impacts. For example the use of skype, facebook, video conferences and an internal communication forum are used both among students and among students and teachers as a sustainable way of communicating when distance is an issue.
Seen from the student it is very easy to read the curricula in order to see if the course deals with sustainability or not. One ongoing project now is to develop this so that all programmes and courses should have information about sustainability broken down to economic/financial, ecologic and social sustainability and how much of each that is integrated in each course. Apart from courses that have sustainability as a small part there is also courses about sustainability that differs depending on which field the students are within. One thing that these courses have in common is that most of them are interdisciplinary.

Theses at master level are seen as holistic proof of what the students have learnt during their study, every final thesis is therefore graded in a four scale grade taking into account how much the students have had sustainable thinking when writing their thesis.

The sustainable thinking is annually rewarded by scholarships and a scholarship committee is put together in order to award the best thesis when it comes to doing something extra in the field of sustainability.

**Broad Curricular options**

In order for teachers and researchers to be updated in the sustainability field all employees are asked to attend a web based course about sustainability, in addition to that there are also seminars, discussions, conferences, lectures and much more in order to have continuous learning among the employees of the school. The administration keeps track of all activities that the employees have attended to in form of statistics in order to make sure that the progress continues. Statistics of all kind of consumption goods are analysed monthly, and there are environmental goals set in order to reduce consumption from one year to another.

As work with constant improvements at the university is important, they have implemented a well working divergence system at the homepage where both employees and students can send comments and improvement suggestions to the sustainability board. When a matter is added to the system the environmental board brings it up in a meeting and not only solves the problem, but a thorough analysis is made to ensure that similar incidents will not appear again somewhere within the organisation.

The sustainability board plans activities regularly with everything from open speeches about interesting sustainability subjects, showing free films on the theme of sustainability, sending sustainability newsletters to employees about the progress, offering seminars where sustainability is discussed and defined, excursions to companies that have done good work within sustainability. They are also offering a platform for students to exchange everything from furniture to books in order to minimize waste. This event can also be seen as an experimental learning opportunity for students to learn to think entrepreneurial about sustainability.
As the university is certified according to ISO 14001 there are regularly both internal and external audits that lead to a continuous improvement within the university. This way of working has been spread to many universities and therefore the university are now offering both study visits and the service of sending employees from the environmental board to other universities that are interested in the structure and strategies of the work.

Every year graduates are asked to answer a questionnaire about what they have learned in terms of sustainability in their education. The results of this questionnaire are annually analyzed and compared with earlier students.

The university has a scholarship committee that yearly award students who do something extra in the field of sustainability.

As the activities are of both broad curricular, curricular and liquid kind and have gone on for some years they now have their own life and the fact that both students and employees can come up with suggestions for future improvements has made it a long term strategy.

The case of University of Gaevle demonstrates that extended model to integrate sustainability in university curricula is pertinent for management and business education as well as for business strategy, engineering, school teaching and nursing.

**Sustainability as Part of a Service Marketing Concept**

The general characteristics of services are well known, e.g. intangibility, inseparability, simultaneity etc. Furthermore knowledge based services – E.g. a University – possess additional unique characteristics such as high customization, complexity, risk and uncertainty. (Rajshekhar 2009)

Kates et al. (2001) point out that the sustainability field differs considerably in terms of structure, methods, and content from science as commonly understood by the scientific community. Applied to higher education, sustainability programs challenge both, what is taught in these programs and how (Cortese, 2003). If students are to cope creatively and successfully with society’s most difficult problems, they must be exposed as students to those problems, and higher education needs to find innovative ways to develop students’ capabilities (Rowe, 2007).

Sustainability as part of the services marketing concept elaborates cross-cultural “product-market” strategies that business school /universities can consider in serving international markets in order to attract the cosmopolitan generation. In the educational services sector, “product” may be defined as the curriculum, instructional style, and all of the ancillary services that constitute the educational service experience.
Global higher education is undergoing a “tectonic shift” with worldwide enrollment growth over the past two decades exceeding even the most optimistic of forecasts (Daniel et al., 2006). Business schools can therefore not afford to ignore this important trend. Internationalisation within business school has commonly lead to curricular changes that incorporate and integrate international business topics into existing curricula.

As more and more educational institutions begin to expand to foreign markets, strategic questions that were previously reserved for multinational corporations are now being studied by college administrators, such as: what are the critical factors, both internal as well as external to the institution.

Rajshekhar et al 2009 is suggesting a two dimensional matrix model for developing services marketing strategies for schools. The horizontal dimension distinguishes between high and low face to face interaction and the vertical dimension distinguish between high and low service customization.

<table>
<thead>
<tr>
<th>Low face-to-face interaction</th>
<th>High face-to-face interaction</th>
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<tbody>
<tr>
<td>Low customisation</td>
<td>High customisation</td>
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<tr>
<td>Technology enabled, standardised learning</td>
<td>People based, standardised learning</td>
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<tr>
<td>E.g. distance learning, online delivery, video/CD/DVD formats</td>
<td>E.g. Traditional academic programmes, on campus, student attention</td>
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<tr>
<td>Customised, interactive, media based learning</td>
<td>Customised high-touch learning</td>
</tr>
<tr>
<td>E.g. distance learning, online, tele-presence, social media, blogging, online tutoring, online collaboration</td>
<td>E.g. Irregular academic programmes, broad curricular, new structures, allowing individual curricula composition</td>
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Illustration 3: Service marketing strategies for schools
Note: Elaborated from Rajshekhar et al 2009.

The problem with this model is, that it does not correspond to the requirement of the cosmopolitan generation; to the necessity of integrating sustainability in business school curricula; nor to the practices that are implemented in the example analysed – University of Gaevle.
By adapting and modifying the model made by Rajshekhar et al 2009 in the same way as we have modified the model by Rusinko 2010 we believe that this can lead to a better understanding that can work as a tool for services marketers when thinking of marketing strategies in order to attract new cosmopolitan students that is attracted by the sustainability thinking.

Illustration 4: Matrix to Integrate Sustainability in Services marketing strategies

Note: Own model based on Rajshekhar et al 2009.

The model is proposing two fields of operation of sustainability learning in business schools that has opened up as consequence of the thinking amongst the new cosmopolitan generation. The space is based on utilising the liquid thinking – and the capability to operate in a liquid environment as oppose to a structured environment – of the cosmopolitan generation.

Firstly there is a space where business schools combine various interactions into a liquid multi dimensional approach to learning and maintains a structured way of thinking about curricula containing sustainability both as an integrated part of existing curricula structures and as separate sustainability curricula. Typically this learning would combine campus and distance learning considering the sustainability of the learning actions as such.

Secondly there is a space where business schools again combine various interactions into a liquid multi dimensional approach to learning and at the same time creates a liquid learning space that is non curricular, non structured; integrating learning, research and actual sustainability improvements to the world in a highly individualised environment where all
contributors – students, faculty and staff – carry out action learning and applied research learning to specific, transformative results.

This argument is also carried forward, although from another perspective, by Brundiers et al. (Brundiers et al., 2010). They find that a ‘functional and progressive’ model of real-world learning opportunities seems to be effective in introducing students and faculty members to sustainability. The stepwise process combined with additional principles allows building competencies such as problem solving, linking knowledge to action, and collaborative work, while applying concepts and methods from the field of sustainability.

As the new needs from students are shifting towards a more and more non-linear and liquid thinking and learning space (Illum-Engsig 2011). This adapted and modified model gives guidelines for the “new” ways of schools to act in order to attract new students and to integrate sustainability into the learning process.

Closing Remarks

This paper has drawn from and extended previous research and recommendations from the literature in order to develop and extract earlier matrixes of options both with respect to integrating sustainability in education and by using it as a tool for marketing, and at the same time taking the cosmopolitan generations needs and requirements into account. In line with Brundiers et al 2010, we believe that education for sustainable development calls for business school innovations that provide interactive, experiential, transformative, and real-world learning. We are therefore suggesting that business school should find ways to fill an open space where research and learning are directly related to sustainability impact to the world. This will have to be a liquid space working beyond traditional curricula and structures. We believe that business schools in this way could play a much more active role in society to solve the sustainability challenges the world is facing.

This article contributes to theory by proposing a model for integrating sustainability in curricula and a model for service marketing of business schools in the context of sustainability. By tapping into the characteristics of the cosmopolitan generation and their requirements it is possible to take full advantage of the cosmopolitan generation’s thinking and translating that into effective learning fuelled by intrinsic motivation and real world impact.

We have seen that the cosmopolitan generation is thinking liquid and that sustainability requires a liquid approach to learning. We argue that there are advantages in combining these two fields of research, and more research should be done in this field.

Business schools should teach sustainability in another way than other topics. Sustainability studies should differ considerably from the traditional ways of teaching in schools in terms of curricula and structure. The business school teaching sustainability should part itself from the classical modern philosophy of science. Business schools sustainability programmes have to
be developed both to address the “what” and the “how” of sustainability teaching. And by doing so, attracting and engaging the cosmopolitan generation.

We have taken point of departure in a model developed for university level management and business education and have seen that the model is relevant for other fields as well. More research is needed to explore how far this model can be applied into other fields. It is our assumption that the model more valuable for social sciences, health sciences, technology etc, but less relevant for natural sciences, literature, history, philosophy etc., and that will be a continuum there between where the model will have to be questioned and possibly adapted.

Sustainability and environmental certifications seams to attract international students and in the example of University of Gaevle they are using their certification as a strength when marketing their services abroad in order to attract the new cosmopolitan generation.
References

Bauman, Zygmundt; 2007; *Liquid Times, Living in the Age of Uncertainty*; Polity Press; Cambridge UK


Reports:


There is a cosmopolitan generation, requiring sustainability. How can Business Schools respond?
Frida Nilvander
PhD. Candidate
University of Gävle
Member of Sustainability Board

Rolf Illum-Engsig
DBA Candidate
Business School Lausanne
Sustainability, non-parliamentarian political activity, individualism, obesity, non class based collectivism, CO2 neutral behaviour, social responsibility, hard play, devalued financial rewards, risk taking, hunger, decreased power distance, aid, consumption behaviour, new morality, fast food, fundamentalism, drop-out, connectivity, anti authoritative, social media, drunk, instant gratification, short span of concentration, polarisation, multitasking, work-life integration, deficit, fall of unions, gaming, global village, parallel careers, text messaging, youtube, anorexia, pollution, borderless, renewable energy, Mohammed, greed, free, violence, organic, facebook, police surveillance, happy, ecstatic!
Cosmopolitan generation, influenced by globalisation thinking liquid!
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<th>Narrow curricular</th>
<th>Existing structures</th>
<th>New structures</th>
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<td><strong>Integrate</strong></td>
<td><strong>Specific</strong></td>
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<td>Broad curricular</td>
<td><strong>Everywhere</strong></td>
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Create a liquid learning space for sustainability. Non curricular. Non structured.
So

..... now we know the cosmopolitan generation and how business schools could integrate sustainability in learning

...... but how do business schools then attract these students?
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<th>Low customisation</th>
<th>Distant</th>
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<td></td>
<td>Tech standard</td>
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<td>High customisation</td>
<td>Interactive</td>
<td>High touch</td>
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Integrated technology and people based learning

Action oriented high-tech – high touch learning
University of Gävle

- Classification of all courses
- Grading of master thesis for sustainability
- Skype, Facebook, video conferences....
- Student awards for sustainable improvements
- Continuous learning for both students and employees.
We believe that education for sustainable development calls for business school innovations that provide interactive, experiential, transformative, and real-world learning. We are suggesting that business schools find ways to fill an open space where research and learning are directly related to sustainability impact to the world. This will have to be a liquid space working beyond traditional curricula and structures.
Reflections
Conference learnings

Universities are proud about the number of nationalities – but is nationality relevant in a cosmopolitan world?
Conference learnings

Should CSR be seen as a cost to business or as a strategic imperative for sustainable business?

What does that mean for business education?
Conference learnings

Networking is a natural lifestyle for the cosmopolitan generation.

Does business schools and educators understand the importance of liquid social network structures?
Conference learnings

PRIME - Principles for Responsible Management Education

The mission of the Principles for Responsible Management Education (PRME) initiative is to inspire and champion responsible management education, research and thought leadership globally.

The PRME are inspired by internationally accepted values such as the principles of the United Nations Global Compact. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.
Abstract: Social responsibility has become a topic of a plethora of writings over the past half century. Corporate scandals have exposed the misdeeds of management and today’s corporate world demands that universities develop socially responsible graduates, who embark on protecting the environment and business. A lack of contextualization of learning has resulted in students making few connections between learning and the real world. This paper reviews the constructivist epistemology and the potential of virtual world technologies to support the teaching of Corporate Social Responsibility (CSR). The final part of this paper focuses on areas for creating a successful learning experience, using avatars and second life as the method of teaching the conceptual ideas behind CSR.

Keywords: corporate social responsibility, virtual world, tertiary education, constructivism


Nancy Maloney - A dedicated, energetic and motivated educator, Nancy Maloney has been working as a business instructor at Dubai Women's College since 2003. She holds an MBA from Leicester University, UK and is currently working on her Ph.D. from the Swiss Management Center University (ABD). Her academic and community interests include IT supported education, organizational management, corporate social responsibility and the empowerment of women in all sectors of society.

Jaishree Asarpota - Jaishree Asarpota works as Business Faculty in the Higher Colleges of Technology, Dubai, UAE. Jaishree got her MBA from the Heriot Watt University, UK in 1997. She also holds a Master’s Degree in Strategic Planning in addition to being an Associate Member of the Chartered Institute of Marketing, UK. Jaishree has over 15 years’ experience in teaching at graduate level, and over 10 years ‘of industry experience working in the Airline Industry. Jaishree’s research interests are focused on Marketing with more focus on brands and consumer behavior.
Corporate social responsibility

The idea of Corporate Social Responsibility (CSR) has been around for a long time, beginning with the work of writers such as Bowen (1953 – cited by many as the father of CSR) and carrying on through the work of Davis (1960), Jones (1980, 1983) and more recently Carroll (1991, 1999). Although there is not one clear concise definition for CSR, there are a number of common elements in the various definitions. Dahlsrud (2008) found 37 meanings for CSR with five repetitive dimensions: environment as related to natural; social between business and society; economic as in financial; stakeholder groups; and voluntariness of action. At a gathering in 2003 at Harvard Business School, Porter identified CSR in three simple terms:

- Corporate Social Responsibility means that the company should obey the letter and the spirit of the law, being ethical, transparent, fair, and having integrity.
- Corporate Social Responsibility means that the business should ensure that there is no operational harm to society, for example, environmental harm.
- Corporate Social Responsibility leads to the notion of sustainable development, for example the protection of natural resources.

Interconnectedness of business and society

The inability to see the whole has resulted in the current unhealthy state of the world (Senge, 1990). The first decade of the 21st century has been marked by boardroom scandals that have made the general public question the morals of many corporations. Recently revealed questionable banking practices at Barclays Plc, JPMorgan Chase & Co., Goldman Sachs Group Inc. and other banks have made headlines (Zingales, 2012). There are numerous examples of companies that have been destroyed by the misconduct of management including Enron, Worldcom, Arthur Anderson and Bear Stearns. A number of high-level abuses were exposed in the first part of the decade related to executive stock options, insider trading, prejudiced stock analysis and biased endorsements, accounting scandals, executive and board members’ conflict of interest and excessive salaries and perks (Manne, 2003). Short-run stock price maximization through manipulation of financial records led to value destruction.

Financiers want to maximize their return on investments and this is where problems can and do arise in the actions of management. More recently, the 2008 subprime mortgage hedge fund crisis meltdown dominated the news. The mortgage crisis sent major shockwaves throughout the global financial markets; it continues to threaten the stability of countries, currencies, and economies. Would the financial crisis of 2008 have happened if there had been long term ethical thinking in the boardrooms? By limiting focus on profit and efficiency while disregarding stakeholders, an organization can do great harm (Kennedy, 2006).

‘None of our institutions exists by itself and as an end in itself. Everyone is an organ of society and exists for the sake of society. Business is not an exception. Free enterprise cannot be justified as being good for business. It can only be justified as being good for society.’ (Drucker, 1986, p. 33). Business and society are not separate entities but rather intertwined and it is within this context that CSR must be perceived (Porter & Kramer, 2006).
The individual, business and education

‘So before we talk about corporate social responsibility, we need to talk about individual social responsibility. If we do not recognize the latter, we cannot talk about the former.’ (Zingales, 2012, para 5). Education has a major impact on how an individual views the world. The drop in ethical standards within the boardrooms can be placed, in part, on the lack of effective teaching emphasis on ethical values in educational institutions (Zingales, 2012). Is it the responsibility of universities to ensure graduates will be good corporate citizens? If it is not the terrain of tertiary institutions to create societies with individuals who look beyond corporate profit goals, then who will be responsible for tackling the multitude of problems facing societies?

Developing robust communities must be in part the domain of educational institutions. Universities need to provide learning opportunities that, at a minimum, create graduates with a heightened sense of awareness of various stakeholders and issues in society.

‘Most business schools do offer ethics classes. Yet these classes are generally divided into two categories. Some simply illustrate ethical dilemmas without taking a position on how people are expected to act. It is as if students were presented with the pros and cons of racial segregation, leaving them to decide which side they wanted to take. Others hide behind the concept of corporate social responsibility, suggesting that social obligations rest on firms, not on individuals. I say “hide” because a firm is nothing but an organized group of individuals.’ (Zingales, 2012).

In a study conducted by Wang, Malhotra and Murnighan (2011), the researchers found economics education to be positively associated with attitudes of greed. Business schools and corporations alike displayed a predominance of self-interest maximization as the primary rational of exchange. Educational establishments must provide the business world with graduates who take a more pragmatic view of the role of business in society. Students need to be made aware of the impact, for both the business and society, of engaging in bad ethical decision-making.

Traditionally, information has been offered to students through ‘third person symbolic experiences’. The lack of contextualization of the learning results in students making few connections of the lessons to the real world. Instructional design has been moving toward a paradigm shift from a behavioral to a cognitive psychology. Winn (1993) argued that traditional education was static and lacked a contextual framework; an interactive setting is needed in the learning environment. A learner requires interaction with his / her environment to enable the acquisition of knowledge, skills and competence.

Constructivism

Constructivism derives from the notion that an individual's world is created in the mind and this personal construct defines one's personal realities (Winn, 1993). Mental models are ‘deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action’ (Senge, 1990, p. 8). It is through this mental construct that an individual interprets events, objects, and other perceptions. Additionally, an individual constructs meanings based on personal experiences that can only happen through active learning (Crotty, 1994).
'The way to teach these ethics is not to set up a separate class in which a typically low-ranking professor preaches to students who would rather be somewhere else. This approach, common at business schools, serves only to perpetuate the idea that ethics are only for those students who aren’t smart enough to avoid getting caught.’  (Zingales, 2012, para 11)

By participating and interacting with one’s environment, individuals construct usable knowledge that can be applied to new and different situations in the future. According to constructionists, meaning making is the goal of the learning process; it requires learners to articulate and reflect on their beliefs (Jonassen, Davidson, Collins, Campbell, & Haag, 1995). ‘To the Greeks dia-logos meant a free-flowing of meaning through a group, allowing the group to discover insights not attainable individually…. [It] also involves learning how to recognize the patterns of interaction in teams that undermine learning (Senge 1990, p. 10). Constructivist learning environments involve the individual learning to negotiate both internally and socially. This can involve debates and quarrelling with oneself and others about concepts, ideas and events.  

**Constructivist environment**

Jonassen, Davidson, Collins, Campbell and Haag (1995) suggested that four constructivist environmental attributes are essential: context, construction, collaboration and conversation.

*Context* – replication of the *real world* setting allows for the inclusion of the ‘physical, organizational, cultural, social, political, and power issues related to the application of knowledge being learned’ (p.5).

*Construct of knowledge* – to be a constructivist learning experience the individual must construct his / her own meaning out of their experiences. The process of learning must be active with the learner articulating and reflecting within the construct (p. 5).

*Collaboration* – throughout the learning process, participants collaborate. Collaboration helps in the development, testing and evaluation progression as the members examine personal belief systems and hypotheses within the learning construct (p. 5). Learners deconstruct and reconstruct their belief systems and knowledge structures.

*Conversation* – Collaboration necessitates conversation. Participants are involved in the negotiation of plans in order to solve situational problems. The planning process requires members to detail out the known, needed information, options and their viability, and the potential impact of the actions. Conversation is critical to the making of meaning for each member of the group (p. 5).

**Social Constructivism**

Constructivism has been divided into two facets – cognitive constructivism and social constructivism (Duffy and Cunningham, 1996). Social constructivism is less about the individual and more about group sharing and group knowledge construction. Table 1 outlines the characteristics of constructivism and social constructivism as detailed by Chen, Hsu and Hung (2000).
Table 1: Constructivism vs Social Constructivism

<table>
<thead>
<tr>
<th>Constructivism</th>
<th>Social constructivism</th>
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<tbody>
<tr>
<td>Teacher facilitates, students do, present, think,</td>
<td>Knowledge is socially constructed by learners</td>
</tr>
<tr>
<td>construct</td>
<td></td>
</tr>
<tr>
<td>Knowledge is constructed by individual</td>
<td>Students socially build, share and agree upon knowledge</td>
</tr>
<tr>
<td>Collecting unorganized information and create</td>
<td>Through the exchange and sharing notions with others, ideas are</td>
</tr>
<tr>
<td>concepts and principles</td>
<td>formulated and thinking occurs</td>
</tr>
<tr>
<td>Personal discovery of knowledge</td>
<td>Learning is a social construction, mediated by different</td>
</tr>
<tr>
<td></td>
<td>perspectives</td>
</tr>
<tr>
<td>Discover relations through concepts</td>
<td>Through authentic projects, students discuss and discover</td>
</tr>
<tr>
<td></td>
<td>meanings</td>
</tr>
<tr>
<td>Teachers provide instructional context for active</td>
<td>Teacher provides for facilitation and scaffolds among students.</td>
</tr>
<tr>
<td>and self-regulated student</td>
<td></td>
</tr>
</tbody>
</table>

Source: Chen, Hsu & Hung, 2000, p. 188
Constructivism and the virtual world

With the advent of the information age and the pervasiveness of computer technology, the constructivist theory could become an increasingly influential learning mode. Winn (1993) stated ‘...the case that the characteristics of immersive VR and the axioms of constructivist learning theory are entirely compatible and claim that constructivist theory provides a valid and reliable basis for a theory of learning in virtual environments’ (V. VR Applications in Education). In early studies conducted by Bruckman (1997) and Riner (1996), the researchers’ findings supported Winn’s assertions regarding the compatibility of multiple user domain oriented object oriented (MOOs) environments and the constructivist learning theory. Both Bruckman and Riner confirmed the emergence of knowledge-building communities in the virtual environments. MOOs presented an environment supporting constructivist learning as it allows for text and chat interactions. The instructor left center stage and was replaced by an interactive audience. An open classroom concept emerged and peer role models took on a more prominent role (Riner, 1996). Collaborative and meaningful engagements resulted in the virtual environment; the virtual world (VW) transcends time, space, and place.

Online interactive technologies have the potential to reach students at home, in their dorms, in between classes and work, and on the weekends. Increasing numbers of students are enrolling in online classes (Allen & Seaman, 2007). Numerous VWs popular for social interaction include Active Worlds, Blue Mars, Cloud Party, Club Cooee, Free Realms, Nuvera Online, and Role Play Worlds. Second Life (SL) has emerged as the most popular VW in tertiary education institutions in various parts of the world, with more than 100 universities renting or owning land in the VW (Baker, Wentz & Woods, 2009). SL, launched in 2003, is operated by Linden Lab. Interestingly, Linden Lab often provides discounts to educational institutions, as part of their CSR towards society.

Virtual World

‘A virtual world (VW) is an instantiation of a metaverse – a fully immersive 3D virtual space in which people interact with one another through avatars and software agents’ (Owens, Davis, Murphy, Khazanchi & Zigurs, 2009, p. 34). Metaverse is a portmanteau of ‘meta’ (beyond) plus ‘universe’; it refers to a future internet world where 3D virtual spaces will be continuously linked to create a virtual universe (metaverse, 2011). Bainbridge (2007) referred to the virtual space as similar to the real world but absent of its corporal confinements.

Virtual technology eliminates physical boundaries as the VW creates an interactive environment with diverse features including 3D life-like conversations; purposeful non-verbal communication; and opportunity to control the appearance, behavior and environment of the avatar (Owens, Davis, Murphy, Khazanchi & Zigurs, 2009). VW are unique in that they allow for the creation of a world of the user’s own design. For example, the designers determine the buildings, artifacts, simulations, models, and brainstorming tools, etc. Using avatars, team members interact with each other and the virtual environment. Avatars are ‘a movable image that represents a person in a virtual reality environment or in cyberspace’ (avatar, n.d.). The virtual environment brings together the team members in a real time setting, while their avatars discover the computer-generated world.
VW and CSR

According to Sussman (2007), there are more than 300 universities, using SL for educational instruction. Some educators use VW for distance learning courses while others incorporate it for supplemental purposes. There are a variety of SL educational courses including wide ranging topics: women’s studies; culture and arts; hotel and tourism management; criminal law; technology education; language classes; and health and social care (Institutions and Organizations in SL, 2012).

3D interactive environments offer learners opportunities for first-hand learning experiences. Introducing CSR into the classroom through a 3D VW construct is a perfect fit. CSR concepts necessitate learners to examine personal mental constructs, interact with others to understand different perspectives, and build new constructs. Active interaction between users will demonstrate their decision-making skills as well as their ability to exchange ideas through interactive discussions and debates. Interchange of ideas should be encouraged as much as possible throughout the duration of the course.

VWs can be useful tools in online teaching because of their ability to engage students in connection with the instruction and others in the class, as well as with their environment (Baker, Wentz and Woods, 2009). Interactions in a virtual environment can help to build a sense of community in classes that otherwise might not meet in a face-to-face setting (Steinkuehler & Williams, 2006). The new media has the potential to engage students in interactions with instructors, other students in different campuses of the college, international students, business leaders, and community members.

One of the many potentially positive outcomes of using a VW is that it provides a platform for more informal interaction between students and faculty. It allows students to feel at ease interacting with other students and faculty, which leads to a strong sense of community building and student engagement in conversations related to CSR. The final part of this paper will focus on areas for creating a successful learning experience. The following guidelines have been adapted from Baker, Wentz and Woods (2009) and tailored to suit the needs of a tertiary institution in the United Arab Emirates.

Outlining educational objective for VW exchanges

Currently, in the Higher Colleges of Technology (UAE), students study liberal arts subjects such as Ethics and the Global Community; Corporate Governance; and Ethics and Business. To facilitate learning, it will be necessary to use the scaffolding method when designing materials (Duffy & Cunningham, 1996). Learning objectives for each course would be clear to students from the beginning. Courses would be set up in a VW, with several practice exercises prepared well in advance for any VW assignment. Encouraging personal reflection on the part of the participants is important to the learning. Faculty will need to coach group members and provide feedback and support as required (Dickey, 2005).

Prepare students for the social experience

VW is a diverse community and students may meet people from other countries or cultures. Avatars interact with each other in virtual space, as opposed to people, but there is a real person...
behind every avatar. Students will understand that some people they meet will be helpful and friendly and others will not; students will have to learn how to interact and dress their avatars appropriately. Appreciating that each culture holds different values, learners must be willing to look for meaning and be prepared to express themselves. Entering a virtual space may be intimidating for undergraduate students; it will be useful to pair participants as this will allow for discussion of real life issues related to CSR. Interacting with male avatars could be an initial challenge for some of the more conservative female students.

**Topics- past, present and future**

Case studies will be the starting point for the interaction and will require participants to prepare before any exchange. Incorporating learning materials into the course could include past incidents, current issues and scenarios. Past incidents could include such events as the Bhopal catastrophe and the Gulf of Mexico BP disaster; current issues of genetically modified foods, sweatshops, climate change and natural disasters; and scenarios designed from a variety of futuristic visions of business, society and planet. The activity designs need to be thought provoking and engage students in meaningful dialogue from a variety of perspectives.

**Building virtual teams**

A team is defined as ‘a group of people with a set off complementary skills required to complete a task, job or project’ (team, n.d). Teams began to take on a significant role in the mid 1970’s; today they are the most dominant form of most organizations. Distributed teams are a regular occurrence in today’s globalized workplace. The ability to work as part of a team is imperative but today’s global business requires the individual to work in as part of a virtual team. Developing the technology skills and confidence in a learning environment will help to prepare individuals for the new corporate world where virtual project teams are a commonplace feature.

**Virtual teams in business**

Today’s corporate reality is the globally distributed workforce. The corporation of the 21st century requires that its employees collaborate across national, economic and social frontiers in efforts to keep the firm competitive in the marketplace. Individuals collaborate electronically, depending on information and communication technology exchanges rather than the traditional face-to-face dialogues. Virtual teams depend on computer-mediated communication (CMC) as the primary method of interaction.

Virtual technologies that developed as part of the gaming world and social media are being adopted in the business world to help bolster team interactions (Holloway, 2010), as well increase collaboration among virtual team members (Bulkeley, 2007). Virtual worlds such as SL are not only popular with individuals; organizations such as American Apparel, Adidas Reebok, IBM, Cisco, and Dell have a permanent presence on Second Life (Businesses and organizations in second life, n.d.). Learning a work-related skill will give students an advantage when applying for a job. As many Emiratis do not take up fulltime employment until after they graduate from college, the VW experience will be a valuable addition to their skill sets.
Assembling virtual teams

In its purest form, virtual teams are temporary assemblage of a diverse group of people with varying functional backgrounds from different organizations and cultures, cooperating at a physical distance to complete a common task (Kahai, Carroll & Jestice, 2007). Serrat described a virtual team as ‘a group of people routinely working interdependently for a joint objective across time, distance and organization’ (2009, p.2). The common element of all virtual teams is that inability to meet face-to-face and therefore rely on technology for team interactions.

Theoretically, the diversity of global team member perspectives on a multifaceted problem can be an advantage of international teams. At graduate level studies, students from a variety of disciplines (finance, human resources, marketing, policy and government, science, law, etc.) should be teamed up to ensure a wide variety of perspectives are represented. Additionally, an ideal situation would be teams of individuals from a variety of social, ethnic and cultural backgrounds. The potential for more entrepreneurial solutions to problems may be enhanced by the team’s diverse experiences (Chevrier, 2003). It may be challenging for some universities to find global partners which are necessary in the creation of globally diversified VW members.

Team collaboration in VWs

Metaverses offer exceptional prospects for the enhancement of interaction between virtual team members. Davis, Murphy, Owens, Khazanchi, & Zigurs (2009) classified the metaverses technology capabilities into four comprehensive categories: multiple immediate feedback communication channels; three-dimensional imagery rendering new ways to communicate; real time interaction of avatars able to utilize verbal and non-verbal communication; and process tools to support knowledge development, information processing, community building and socializing. A metaverse environment creates prospects for enriched virtual team collaboration while reducing discontinuities affecting virtual project teams.

Key team elements

Katzenbach and Smith (2005) identified four team elements that must be created if a team is to perform well: complementary skills; goals along with both individual and team accountability; a common approach; and a common purpose. Whether or not the members of the team are in the same location, the first three elements can be accomplished. The fourth element, common purpose is much harder for teams to achieve according to Katzenbach and Smith (2005), whether face-to-face or at a distance, as it is difficult to quantify.

Common purpose binds the team and requires the commitment of individual members to the project’s successful completion. ‘Common purpose must harness individuals’ pride and seize their imagination as something worth effort and sacrifice. It is often arrived at only after team members have struggled through debate and reflection—but along the way, trust deepens, members start to feel connected to one another, and energy is released that catapults the team to remarkable levels of performance.’ (Benson-Armer & Hsieh, 1997, p. 23). It will be important to design informal VW encounters before CSR topics are introduced to help team members learn about each other. There are a number of ways this can be accomplished through discussion boards, chat facilities, and a virtual ‘student lounge’, which are all available features.
Technical start-up challenges

There will be initial challenges, such as learning time involved in the start of any new project. Students and faculty need to create avatars, and learn how to navigate and communicate in the virtual world. The current generation of learners is generally able to download the necessary software, create an avatar and learn the basic movements quite readily, but some may need assistance. Instructors have to be able to assist the less able students with the process. Pilot tests will be necessary before embarking on a full rollout of the materials.

Psychological issues may also have to be a consideration. In some instances, students may be reluctant to try new technology and a plan of action needs to be devised as how to proceed. As with many initial experiences, individuals - both faculty and students may feel apprehensive and nervous. As this is a pioneering activity, faculty should be encouraged to self-select for participation. Everyone involved should be encouraged to keep a reflective journal outlining the trials and tribulations of the endeavor. Faculty will need to keep a close watch on participants and ensure regular feedback sessions with students. Developing case studies on the learning process related to the creation and delivery of the VW courses could serve as resource materials for future voyeurs.

VW adoption considerations

Before undertaking any new project, it will be important for the universities or colleges to conduct a performance evaluation to assess if the benefits of using VW for their students outweigh the costs. Costs related to establishing and maintaining a VW are an area of concern in the current economic climate. Universities funding has gradually been reduced as public spending has become scarce (Nagy & Robb, 2008). In the case of HCT, the federal government fully funds the colleges. The 16 campuses have the latest technology and every student has a laptop.

Universities may need to establish a “virtual campus” as a more permanent, dedicated meeting space will require using sites such as SL. There are costs related to SL and this can vary from several hundred to several thousand dollars (US), depending on the land requirements and the campus design complexities. Ensuring that the technological requirements, such as the necessary computer hardware, are in place and supported by the university infrastructure, i.e. network speed, is also another important consideration before undertaking any activity. In addition, there may be learning challenges for individuals lacking technical or gaming background.

Assessment criteria

Assessments must be based on each student demonstrating abilities in a number of areas: critically examining issues; solving problems; communicating ideas; presenting information; and learning how to learn. Developing assessment criteria for monitoring online discussions is essential. The criteria will have to be formulated with flexibility as online discussions can be complicated; they will be synchronous and asynchronous and often there is no decisive being or end to a thread. Reflections, both personal and shared should be reviewed within the context of the learning outcomes. Students should also construct and delivery an oral feedback on the learning process at the end of the course.
Discussion and conclusions

Business and education are not mutually exclusive institutions but need to work together to create vibrant just societies for all members. Incorporating a multiplicity of knowledge concepts into the curricula, universities will help students grasp the interconnectedness of business, society and environment. ‘Organizations learn only through individuals who learn. Individual learning does not guarantee organizational learning. But without it no organizational learning occurs’ (Senge 1990, p. 139).

CSR is the domain of all, as everyone is a stakeholder. Using technology, social constructivist principles, and creative course design, universities can help to develop generations of individuals with critical thinking skills and ability to see ‘business as part of society’ rather than business versus society. VW technologies have the potential to transform learning and learners (Owens, Davis, Murphy, Khazanchi & Zigurs, 2009); it is up to universities to make this happen. With the wide range of interactive features, virtual spaces present unexplored opportunities for both business and education.
References


VIRTUAL WORLD TECHNOLOGY, A
CONSTRUCTIVIST EPISTEMOLOGY
AND CORPORATE SOCIAL
RESPONSIBILITY TEACHING

Nancy Maloney                Jaishree Asarpota
Higher Colleges of Technology, Dubai
OUTLINE

Corporate Social Responsibility
Individual, business, society
Constructivism
Constructivism and the Virtual World
Avatars
Virtual World and SR
Education and VW exchange – opportunities and challenges
Discussion and conclusion
Dahlsrud (2008) found 37 meanings for CSR with five repetitive dimensions:

- Environment as related to natural
- Social between business and society
- Economic as in financial
- Stakeholder groups
- Voluntariness of action
Michael Porter (2003) outlined a company’s CSR duties in these terms:

- Obey the letter and the spirit of the law
- Ensure that there is no operational harm to society
- Work toward sustainable development
'Everyone is an organ of society and exists for the sake of society. Business is not an exception. Free enterprise cannot be justified as being good for business. It can only be justified as being good for society.'

Peter Drucker, 1986, p. 33
‘So before we talk about corporate social responsibility, we need to talk about individual social responsibility. If we do not recognize the latter, we cannot talk about the former.’

Zingales, 2012, para 5
Ethics classes are generally divided into two categories:

1) Illustrate ethical dilemmas

2) Suggest that social obligations rest on firms, not on individuals
TRADITIONAL EDUCATION

- ‘third person symbolic experiences’
- Few connections of the lessons to the real world
- Static and lacked a contextual framework
‘An individual’s world is created in the mind and this personal construct defines one’s personal realities’
Winn, 1993

‘Mental models are ‘deeply ingrained assumptions, generalizations, or even pictures and images that influence how we understand the world and how we take action’
Senge, 1990, p. 8
CONSTRUCTIVISM

- Personal experiences connected to active learning
- Participating and interacting to construct new usable knowledge
- Apply to future situations
CONSTRUCTIVIST ENVIRONMENTAL ATTRIBUTES

- Replicate the real world
- Critical to making meaning
- Make meaning out of their experiences
- Develop, test and evaluate

Jonassen, Davidson, Collins, Campbell and Haag (1995)
The instructor left center stage and has been replaced by an interactive audience.

<table>
<thead>
<tr>
<th>Second Life</th>
<th>Club Cooee</th>
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<tbody>
<tr>
<td>Active Worlds</td>
<td>Free Realms</td>
</tr>
<tr>
<td>Blue Mars</td>
<td>Nuvera Online</td>
</tr>
<tr>
<td>Cloud Party</td>
<td>Role Play Worlds</td>
</tr>
</tbody>
</table>
NOAA Virtual Island

Real Time Weather Reporting
ANTI-VIOLENCE CAMPUS
VIRTUAL WORLD AND CSR

- Virtual technology eliminates physical boundaries
- Creates an interactive environment with diverse features
- 3D life-like conversations
- Purposeful non-verbal communication
EDUCATION AND VW EXCHANGE

- Examine personal mental constructs
- Exposed to different perspectives
- Exchange ideas
- Discussion and debate
- Build new constructs
POTENTIAL BENEFITS

Informal interaction students - faculty

Community building

Potential Benefits

Conversations - social responsibility

Develop technology skills
CHALLENGES

Creating diverse teams
Learning new technologies
Designing course materials
Developing assessment criteria

Faculty
DISCUSSION AND CONCLUSION

Social Responsibility is the domain of all

Develop individuals with critical thinking skills

Ability to see ‘business as part of society’

VW technologies potential to transform learning and learners
REFERENCES

Thank you
Dubai to San Diego– A Case Study of Female Emirati’s Students and their Success Story

V.S. Damodharan, Ph.D.
Department of Business,
Higher College of Technology,
Dubai, UAE, Post Box No.16062.
E-mail: damodharan.varadarajan@hct.ac.ae

Sudipa Majumdar, Ph.D.
Department of Business,
Higher College of Technology,
Dubai, UAE, Post Box No.16062.
E-mail: sudipa.majumdar@hct.ac.ae

Delna Mistry Anand
Script Writer
High Life Dubai
Email: delnaanand@gmail.com

Abstract: The purpose of this study is to share the success story of the Emirati female Students and their achievement in the international business simulation gaming. It examines and compares student and practitioner perceptions of simulation effectiveness in enhancing participants appreciation of, and skills in, such areas as interpersonal relationships, theory application to real-world problems, planning, decision making/problem solving, conceptualization/integration of business functional issues, and environmental analysis. The UAE is a young country where females have lately joined the workforce, and are increasingly taking up leadership roles. The increase in opportunities for education and career advancement has helped the growth and positive environment for women in the UAE.

Keywords: Gender, Emirati, Simulation, UAE, Sustainability, Business Policy Game and Strategy

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Biographical Notes:

Dr. Damodharan holds a PhD in Entrepreneurial Finance. He is a 2011 graduate of the Wharton Global Faculty Development program from Wharton School of the University of Pennsylvania, and had multiple research grants from Wharton since 2010. He had won the 2011 ACBSP Region 8 “Best of Region Presentation” Award in the “Sustaining Excellence through Quality Business Education” conference. He is a Member of ACCA of UK; Member of IMA, U.S.A., Associate Member of ICWAI India. He is currently a faculty member of the business department at the Higher Colleges of Technology, Dubai, UAE. He has published on Banking, Insurance, entrepreneurship and higher education, eLearning in a wide range of international academic journals.

Dr. Sudipa Majumdar completed her PhD in Economics from the prestigious Indira Gandhi Institute of Development Research (IGIDR, Mumbai). Her Masters in Economics was obtained from Jawaharlal Nehru University and she completed her graduation from the renowned Presidency College, Kolkata. At a professional level, Dr. Majumdar successfully ran her own economic research company, Newel Consultants, for a decade catering to Fortune 500 companies around the globe. She has served as Economist for the
Confederation of Indian Industries and Moody’s Investors Services in India. She has been Faculty of Economics and Statistics at Symbiosis Institute in Pune; Tasmac Institute (University of Wales) and then became Assistant Professor at the Solbridge International School of Business, Daejeon, South Korea. Since 2008, Dr. Majumdar has been Professor of Economics at the Business Department of Dubai Women’s College. She has several publications in peer-reviewed international journals and her research interests are in the areas of Applied Finance, Economic Development issues, Management and Entrepreneurial studies. She had won the 2011 ACBSP Region 8 “Best of Region Presentation” Award in the “Sustaining Excellence through Quality Business Education” conference.

Delna Mistry Anand graduated from The Sydenham College of Commerce and Economics, Mumbai and completed her Diploma in Marketing Management from Narsee Monjee Institute of Management Studies, Mumbai. She has worked as a Business Development Manager at the Corporate Office of the prestigious Taj Group of Hotels in Mumbai as well as Business Development Manager at Shangri-La hotels in UAE. Since 2006 she has been freelancer in the leading dailies such as Khaleej Times and Gulf News, and published her column called "Everyday Heroes" for Khaleej Times Weekend magazine in 2006. She is a successful script writer for the longest running luxury lifestyle show called "High Life Dubai" Sony TV and has completed more than 120 episodes. She is also a freelancer for other lifestyle magazines like BBC Good Food magazine India and mall magazines of Deira city centre, Mall of the Emirates and Oasis Centre Mall.

1. Introduction

As instructors continue developing useful learning tools for their classrooms, simulation games have become one popular alternative. Simulation games attempt to replicate various activities in real life in the form of a game for the purpose of analysis and predictions (Wikipedia). This paper explains how female students in the United Arab Emirates (UAE) have achieved success in playing the “Business Policy Simulation Game” (BPSG), competing with students across the globe. BPSG is the oldest simulation game since its preliminary development in 1967 and this computerized simulation, now in its sixth edition, is an international simulation designed to enable advanced business students to integrate and apply the theories of their various business courses (Cotter and Fritzche).

The interest levels and technological innovations such as iPhone, Galaxy Tab and Android applications, have transformed the pedagogy from traditional teaching methods to blended, innovative learning. One such effective way is the simulation game, which requires students to understand the business concepts and environment in implementing a strategy to compete in the online business policy competition. The purpose of the simulation game is to enhance interpersonal relationships, teamwork, along with planning, decision making, problem solving, and analysis. Use of simulations in education and training has been claimed as beneficial for a number of reasons: economy of time and cost savings, exposure to different experiences, popular appeal of the simulated and interactive environment.

The purpose of this study is to explore the gender difference in education in United Arab Emirates and to share the success story of the Emirati female students in the international business simulation game.
2. UAE Background

The United Arab Emirates (UAE) is situated along the Arabian Peninsula in the Arabian Gulf region. It was formerly known as the Trucial States, but after the British left the region in 1970, a federation was formed between the states. In 1971, the UAE was established as a sovereign nation comprising of seven Emirates - Abu Dhabi, Dubai, Sharjah, Ajman, Umm al-Qaiwain, Ras al-Khaimah and Fujairah.

UAE is the second largest in the Gulf Region and among the fastest-growing economies. It is the fifth largest producer of oil within the Organisation of Petroleum Exporting Countries (OPEC) – it has the world's fifth-largest natural gas reserves and nearly 10% of the world's proven oil reserves (Mabokela, 2007).

Within a short span of four decades, the UAE transformed itself from a desert landscape with a small trading port that depended on camel farming, fishing, pearling, to the most thriving economic and tourist destination - boasting the world’s tallest tower, the biggest shopping mall, the fastest rollercoaster, the only 7-star hotel among many other world-class attractions. The GDP of UAE grew at an astonishing rate, increasing from Dh 6.5bn in 1971 to Dh 1248bn in 2011 (DIFC Weekly Economic Commentary, 2012). Such growth rates have exceeded those of almost all other developed and emerging countries. Today, the per capita GDP of the UAE is amongst the highest in the world. This phenomenal transformation was possible due to the far-sightedness, visionary ideas and development of education, especially of its rulers. The World Bank 2010 report named the UAE as the ‘top global reformer’ and recognized UAE as the ‘Land of the Future’ (World Development Report, 2012).

2.1 Education System in UAE

The UAE has come a long way in empowerment of women and enhancement of female literacy, to reach a rank of thirty-eight among 187 countries in the United Nations Development Programme’s Gender-related Development Index 2011. According to the 2005 census the ratio of literate women to men aged 15–24 years stood at 110. Moreover, the ratio of females to males in secondary education stood at 106.7, and in tertiary education at 181.0 (Human Development Report, 2011).

The educational system is split into three stages - six years of primary education, three years of middle school and three years of high school. Public elementary through high school education is provided in gender segregated schools by teachers and staff of the same gender as students. Public higher education is open to nationals only and is provided in four universities and seventeen Higher College of Technology (HCT) colleges that provide certificates, diplomas and bachelor's degrees. In higher education, segregation is maintained in the student population but not in staffing - i.e., public higher education institutions employ both male and female faculty in both men and women’s colleges and universities.

Today more than 70 per cent of Emiratis in federal higher education institutions are women. While the female enrolment rates is outstripping that of males around the world, it is particularly striking that in the UAE there are more than three times the number of women than men in public universities. The reasons behind this trend are complex and not easily disentangled; they involve family, school and the state (Abdulla and Ridge, 2011). The 2007 report on the progress
of Millennium Development Goals in the UAE states, “the proportion of females in higher education has risen remarkably at a rate that has not been achieved in any other country in the world. (Millennium Development Goals, 2007). Table 1 (see Appendix) clearly shows the female participation in education is higher than the male participation. The total graduates for the last 21 years shows that 62% are female graduates (32184) compared to 38% of male graduates (19,900).

2.2 Background of the Business policy game

Ron Jensen launched the first intercollegiate business gaming competition at Emory University in 1964 based on the Boston College Game. After a series of remote decisions, all teams came to the Reno Campus in April 1965 for three days of onsite competition. The success of the first competition resulted in what has become the annual International Collegiate Business Policy Competition. Following several more years of development and testing, the first edition of The Business Policy Game was published in 1973 by Apple Century Crofts (Armenakis et al, 1974). The competition was held at the University of Nevada, Reno from 1965 to 1992. After several venues, the competition finally moved to the University of San Diego in 1999.

University business students have been competing each year since 1965 in the International Collegiate Business Strategy Competition. Over the years the number of participating business-student teams has grown from 9 teams in 1965 to over 35 teams in recent years. The geographic scope of the competition has expanded from the Western United States to include teams from other parts of USA and also from Asia, Australia, Europe, Latin America, and the Middle East.

3. Literature Review

Computer simulations historically have been used in specific scientific disciplines (engineering, bio-sciences) and for high-risk occupational training (military, aviation, medicine). Military use of simulations and “war game” environments dates as far back as the 1950s. Today, the JANUS simulator controls enemy movements and other combat conditions within virtual training exercises for US Army battle staff (Macedonia, 2001). Flight simulators are still used to train commercial pilots and NASA astronauts (NASA Ames Research Center, 2004). Visualizations and modeling are standard curricula content within science and engineering (Science, 2003). These organizations and disciplines know simulation accelerates learning, enables knowledge transfer, allows extraction of meaning from myriad complexities, and provides manipulative experiences unavailable in the normal physical space of a classroom environment.

Since its adoption in the USA, computer simulations and games at top business schools around the world have grown extensively. As Barker (1994) pointed out, simulations inject realism, enthusiasm and interactivity into a course, which is a necessary and fundamental mechanism for knowledge acquisition. Business simulation games are an experiential learning tool because they simulate real life business situations and have great educational value (Burgess, 1991; Chang, 2003; Tan et al., 2006)

Business simulation games are now a commonplace part of higher education, especially in business schools (Wolfe and Roberts, 1986; Faria, 1988; Walters et al., 1997; Moizer et al 2006). Faria (1998) conducted an extensive survey of both academia and business and found...
that more 25% of all business teachers use simulations in any given term, and more than 60% of large businesses use them in their training programs. Faria (1998) also reported that a survey of AACSB-member business school deans suggested that close to 98% of all AACSB member schools use at least one simulation game in their program.

4. International Collegiate Business Strategy Competition

The international competition starts with student teams organized in "worlds," with five or six teams in each "world" competing directly against each other. The competition extends over five years of simulated competition, one calendar quarter at a time. The early (remote) phase of the competition starts in early February each year and lasts about ten weeks. During the remote phase, each team prepares a comprehensive strategic business plan including a statement of its mission, objectives, strategies, and implementation plans. During this phase, students make decisions at their home campus, upload the decision sets via the Internet about once a week, and download the results of each quarter's competition after the game has been run.

The students become strategic managers of simulated companies competing against other business students acting as managers of their own companies. The simulated environment incorporates the economies of two countries, and requires consideration of global and domestic strategy. The game starts with two years of existing business and all the team start at the same market share and profitability. In the game each group has to make 12 quarterly decisions for three years. They are involved in making decisions with respect to the marketing, production and finance of their respective companies. The schedule for decisions for the remote phase is as follows:

<table>
<thead>
<tr>
<th>Year 3, Quarter 1</th>
<th>Year 4, Quarter 1</th>
<th>Year 5, Quarter 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3, Quarter 2</td>
<td>Year 4, Quarter 2</td>
<td>Year 5, Quarter 2</td>
</tr>
<tr>
<td>Year 3, Quarter 3</td>
<td>Year 4, Quarter 3</td>
<td>Year 5, Quarter 3</td>
</tr>
<tr>
<td>Year 3, Quarter 4</td>
<td>Year 4, Quarter 4</td>
<td>Year 5, Quarter 4</td>
</tr>
</tbody>
</table>

For the intensive phase, all teams gather for a three-day conference where they continue to make 10 more sets of decisions, present their results to a panel of judges, submit annual reports on attainment of their strategic objectives. The competition closes with the awards ceremony where winners are presented trophies for their excellent performances.

The summary of Table 2 (see Appendix) shows that the students from DWC have achieved success over a period of time. The most important achievement is that the students from the DWC is the only team in the competition with all female participants and clearly shows that the Emirati females are high achievers not only academically in their own country but also with their peers internationally. Over the years many students have exclaimed that participating in the international competition has been the single most beneficial educational experience of their college careers.
5. Feedback from the winners of the 2010 International Collegiate Business Strategy Competition at San Diego, California, USA.

An in-depth interview was conducted with the 2010 team comprising of Aliya Sharaf, Majida Al Awar, Sumayya Kazim and Roudha Bin Hezaim, from DWC who captured the ‘First place’ in the overall business performance category and were ‘Runners up’ in the outstanding annual reports category at the 46th Annual International Collegiate Business Strategy Competition, which was held at San Diego, California, USA.

**Learning about Life Skills**

There are many lessons that the students learnt through this competition which they considered as their lifelong assets. Skills, such as time management and decision-making, were critical to succeed. They elaborated with examples of how they overcame every challenge.

Although the students were grouped into their worlds during the remote phase of the game, when they were in Dubai, some last minute changes in the team happened, as one team member had to drop out due to family restrictions. This was their first challenge when they had to readjust the team before going for the final competition.

The next challenge that the team faced was the travel time; it was a 17-hour flight to San Francisco, a 3 hour transit and then a flight to San Diego. They were extremely jet lagged and needed a lot of sleep before the competition started but there was no time. After reaching San Diego, commuting in the city was also another challenge that they had to deal with. On one particular day, heavy rains and traffic on the road caused them huge delays, which they had not taken into account while planning their time.

**Learning the Simulation Game**

All teams were to act like it was a “real-world” situation and they were indeed running their own business. It was a new concept to the students and they were very keen to take on the challenge. There was a great amount of stress and anxiety during the actual competition event, but the students took it as a part of the immense learning process. The students from Dubai also faced the extreme cold weather of California, which added to the pressure.

The proud students were the first team from the UAE to come home with the first prize. More importantly, they came back with valuable experience about business operations and gained valuable expertise about working in a multi-cultural environment. Exchanging ideas and intermingling with Asians, Americans, and Europeans was a new experience for these students, who are studying in a women’s college with only Emirati students. Interestingly, the Emirati students of DWC took this opportunity to educate their co-participants about Dubai, making them want to visit the country.

On the day of the final presentation, there were 4 rooms and each room had 4 presentations lined up. Their session went off well without any major interruptions from the judges. During the awards ceremony, the team from DWC recalled that when they heard “first and second runner up”, they mistook that for first and second place. They were momentarily disappointed thinking they have not made it. Finally, they heard the name of the winner and it was announced that
Dubai Women’s College has won the first prize. The thunderous applause from all present was a moment of pride the all-women winning team and for their College.

Learning Inter-cultural Intelligence and Teachers contribution

The team spoke about the cultural differences that they encountered while interacting with the different nationalities from around the world.

Importantly, the students are very happy to belong to families that are so open minded and encouraging. All the families have supported the decision to go ahead and take on this challenge.

After winning the award, several competitors came up to them to shake their hands, not knowing that in the Emirati culture, a lady cannot shake hands with a man who is not her brother, father or husband. Their teacher, Dr. Jihad, tried to intervene and explain the cultural issues. But soon, when so many well-wishers came up to them in good spirit wanting to congratulate the team, the students welcomed the wishes and hand-shakes. It was a moment of utmost pride that this was the only all-female team in the competition and also the only team from the Middle East. The students have given credit to their teachers that Prof. Rao, Prof. Johan and Dr. Jihad who were guiding them throughout the simulation game as a mentor and advisor and helped the student to achieve this success. They are very privileged to be taught by the best professors without their help and support they said it would not be possible for them to achieve this milestone.

The students from Dubai made new friends with their competing teams and have kept in touch with some of them via Facebook.

Conclusion:

First, the UAE is an Islamic nation that emerged from a rural, conservative background and rapidly transformed itself into an urban, sophisticated, dynamic society. Interestingly, this unprecedented growth within the country was not brought about by a match in growth in skills of the local population.

Second, the government of the UAE has recognized the importance of female and their potential to contribute to the society, in both social and economic terms. As a result of the encouraging policies of the government to pursue a non-discriminatory education policy for nationals, there has been increasing number of female undertaking tertiary education.

The stimulus for UAE female development has largely been access to education, in which female have excelled, both in the local universities and also internationally under UAE government scholarship programs. Female in the UAE are in fact outperforming males at every educational level. According to a PricewaterhouseCoopers report, at 77 percent, “the UAE is registering the highest rate of females in higher education in the entire world.” The United Nations also recognizes the UAE to be among the most developed nations in educating women (Pricewater House Coopers 2005)
The UAE is a country that has seen an increase in female in business over recent years, and these females are representative of various educational and career paths. There is support from the very highest level in the UAE for women to gain qualifications that will lead to positions of influence. His Highness Sheikh Zayed bin Sultan Al Nahyan, founder of the country, said,

“Nothing could delight me more than to see the woman taking up her distinctive position in society. . . . Nothing should hinder her progress. . . . Like men, women deserve the right to occupy high positions according to their capabilities and qualifications”

(Sheikh Mohammed bin Rashid Al Maktoum, 2010, para. 3)

The UAE government continues to make the necessary efforts to mainstream and promote gender equality and justice in all government institutions, with a focus on raising awareness through the education system. The UAE continues to work on removing social and psychological barriers that impede the full integration of female into the workforce, especially in the private sector. Although great strides have been made, there is an awareness that our work has just begun and the Government is committed to improving its gender equality strategies.

The female were motivated to achieve academically at school and in Higher Education. Education was also considered in a wider context as learning about business life within the home environment. Lessons learned from the study show that within cultural norms, females do find their own direction with support from family, educational establishments and employers. The UAE is a young country where females have lately joined the work force, and are increasingly taking up leadership roles. The increase in opportunities for education and career advancement has helped the growth and positive environment for women in the UAE and helps in the gender equality.
Acknowledgement

We like to thank the support and encouragement given by the faculties Prof. Rao, Prof. Jihad and Prof. Johan the Business Faculty of the simulation course in Dubai Women’s College, Higher College of Technology, and UAE.

Reference


PricewaterHouseCoopers, “Higher Education In Arab Countries; Human Development And Labour Market Requirements” (2005) by Dr Nader Fergany.


Tan, K., Muyldermans, L. and Sithole, J. (2006), ‘The application of management simulation and gaming in classroom teaching, paper presented at the 8th Learning and Teaching Conference, University of Nottingham, Nottingham.


Table 1 - Graduates from Higher College of Technology from 1990 – 2011

<table>
<thead>
<tr>
<th>Graduate Cohort</th>
<th>Male</th>
<th>Female</th>
<th>Grand Total*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1990-1991</td>
<td>1</td>
<td>32</td>
<td>32</td>
</tr>
<tr>
<td>1991-1992</td>
<td>2</td>
<td>54</td>
<td>44</td>
</tr>
<tr>
<td>1992-1993</td>
<td>3</td>
<td>48</td>
<td>62</td>
</tr>
<tr>
<td>1993-1994</td>
<td>4</td>
<td>48</td>
<td>68</td>
</tr>
<tr>
<td>1994-1995</td>
<td>5</td>
<td>58</td>
<td>97</td>
</tr>
<tr>
<td>1995-1996</td>
<td>6</td>
<td>136</td>
<td>148</td>
</tr>
<tr>
<td>1996-1997</td>
<td>7</td>
<td>603</td>
<td>832</td>
</tr>
<tr>
<td>1997-1998</td>
<td>8</td>
<td>852</td>
<td>1,057</td>
</tr>
<tr>
<td>1998-1999</td>
<td>9</td>
<td>583</td>
<td>959</td>
</tr>
<tr>
<td>1999-2000</td>
<td>10</td>
<td>1,115</td>
<td>1,421</td>
</tr>
<tr>
<td>2000-2001</td>
<td>11</td>
<td>1,247</td>
<td>2,079</td>
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<tr>
<td>2001-2002</td>
<td>12</td>
<td>1,406</td>
<td>2,529</td>
</tr>
<tr>
<td>2002-2003</td>
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<tr>
<td>2003-2004</td>
<td>14</td>
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<td>2004-2005</td>
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<td>2006-2007</td>
<td>17</td>
<td>1,325</td>
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<tr>
<td>2007-2008</td>
<td>18</td>
<td>1,578</td>
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<tr>
<td>2008-2009</td>
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<td>1,606</td>
<td>2,414</td>
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<tr>
<td>2009-2010</td>
<td>20</td>
<td>1,582</td>
<td>2,609</td>
</tr>
<tr>
<td>2010-2011</td>
<td>21</td>
<td>1,487</td>
<td>2,375</td>
</tr>
<tr>
<td><strong>Total</strong>*</td>
<td><strong>19,990</strong></td>
<td><strong>32,184</strong></td>
<td><strong>52,174</strong></td>
</tr>
</tbody>
</table>

Source – Higher College of Technology, UAE
<table>
<thead>
<tr>
<th>Year</th>
<th>University of San Diego</th>
<th>World 1</th>
<th>World 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td>Freed-Hardeman University, Mike Oliver</td>
<td>Dubai Women's College, Team 1, Johan de Klerk</td>
<td>Humboldt State University, Robert Read</td>
</tr>
<tr>
<td></td>
<td>Willamette University, Don Negri</td>
<td></td>
<td>Dubai Women's College, Team 2, Johan de Klerk</td>
</tr>
<tr>
<td></td>
<td>Harding University, Mike Emerson</td>
<td></td>
<td>Loyola Marymount University, Jeffrey Gale</td>
</tr>
<tr>
<td></td>
<td>Northern Arizona University, Jon Ozmun</td>
<td></td>
<td>Oklahoma University College, Norm Letnick</td>
</tr>
<tr>
<td></td>
<td>University of Portland, Howard Feldman</td>
<td></td>
<td>Southern Illinois University at Edwardsville, Joseph</td>
</tr>
<tr>
<td></td>
<td>Dubai Women's College, Team 1, Johan de Klerk</td>
<td></td>
<td>Western Kentucky University, Robert Wharton</td>
</tr>
<tr>
<td>2004</td>
<td>Arcadia University, Bill Biggs</td>
<td>Dubai Women's College, Team 1, Johan de Klerk</td>
<td>Arcadia University, William Biggs</td>
</tr>
<tr>
<td></td>
<td>Bryant College, Betty Yobaccio</td>
<td>Dubai Women's College, Team 2, Johan de Klerk</td>
<td>California State University, Sacramento, Serge Karall</td>
</tr>
<tr>
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<td>University of San Diego</td>
<td>Dubai Women's College, Team 2, Johan de Klerk</td>
<td>California State University, Fresno, Charlene Coe</td>
</tr>
<tr>
<td>2005</td>
<td>Acadia University, Bill Biggs</td>
<td>Dubai Women's College, Team 2, Johan de Klerk</td>
<td>Mount Vernon Nazarene University, Tomas Parks</td>
</tr>
<tr>
<td></td>
<td>Dubai Women's College, Team 1, Johan de Klerk</td>
<td>Dubai Women's College, Team 2, Johan de Klerk</td>
<td>The University of Akron, Michael Camarata</td>
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<td></td>
<td>Oklahoma Christian University, Johann Snyman</td>
<td>Dubai Women's College, Team 2, Johan de Klerk</td>
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<tr>
<td></td>
<td>University of Portland, Mark Meckler</td>
<td>Dubai Women's College, Team 2, Johan de Klerk</td>
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<td></td>
<td>Western Kentucky University, Robert Wharton</td>
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<tr>
<td>2006</td>
<td>Arcadia University, William Biggs</td>
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<td></td>
<td>Humboldt State University, Matt DeShazo</td>
<td>Dubai Women's College, Team 2, Johan De Klerk</td>
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<td>Mount Vernon Nazarene University, Thomas Parks</td>
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<td>Harding University, Mike Emerson</td>
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<td></td>
<td>Regents Business School London, Alavi Raihan</td>
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<tr>
<td>2010</td>
<td>Dubai Women's College, Jihad ElKadi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 3 – Interview with the winners of 2010 at San Diego, USA.

<table>
<thead>
<tr>
<th>Student</th>
<th>Do you see any relevance of simulation game compared with actual business</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aliya Sharaf</td>
<td>Sure, there is lot of relevance. Business policy game is like a real company you are controlling. The decisions we are uploading allow us to learn many thing in these segments marketing, production and finance. The decisions in each segment are different and need to be studied well and also it depends about our current position and where we would like to be in the future. It is highly perfect, keep it up.</td>
</tr>
<tr>
<td>Majida Al Awar</td>
<td>There is a lot of relevance to the actual business as each of us has to work in group and make decisions. As each one of us represents a functional manager it depends upon the coordination of all of us to make the decision better.</td>
</tr>
<tr>
<td>Sumayya Kazim</td>
<td>Making different decisions according to the market situation and competitor makes the games more practical and helps us to understand about the real business situations.</td>
</tr>
<tr>
<td>Roudha Bin Hezaim</td>
<td>In my opinion the simulation game has helped me to understand how difficult business can be in our modern world, where people all over the world work together on one single task, sometimes without even knowing each other.</td>
</tr>
<tr>
<td>Student</td>
<td>The knowledge you have gained by playing this game</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Aliya Sharaf</td>
<td>I gained good knowledge about how to be special in a market place and how to be unique and different from your competitors in the same industry. I gained this knowledge by practicing business game and read carefully the market research reports that show how our competitor is performing. This game is good especially for students who like competition and learn very valuable information about how to control a firm and insist to succeed.</td>
</tr>
<tr>
<td>Majida Al Awar</td>
<td>I gained lots of knowledge regarding managing businesses and lead it to the success and how to be a strong competitor in the market among the other competitors more understanding of the nature of business world. More importantly, increasing our confidant in business world and this team is capable of establishing a real company.</td>
</tr>
<tr>
<td>Sumayya Kazim</td>
<td>I have knowledge about Income Statement, Cash Flow, and Balance Sheet operating information. How to calculate the foreign currency, how distribute the sales office orders, what the benefit from training which is help to reduce the production cost, and research and development help to produce new model, the benefit from the commotion is to enhance the sales office to sell more which is better than increasing the salary which increase the expenses.</td>
</tr>
<tr>
<td>Roudha Bin Hezaim</td>
<td>I gained lots of knowledge regarding managing businesses and lead it to the success and how to be a strong competitor in the market among the other competitors.</td>
</tr>
<tr>
<td>Student</td>
<td>Any suggestions or feedback you want to share after playing the Business Policy Game</td>
</tr>
<tr>
<td>--------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Aliya Sharaf</td>
<td>Good to practice this game, it allows us to have a good &amp; deep knowledge about how to control every aspect in a firm to succeed. This helps us to enforce our knowledge in these aspects.</td>
</tr>
<tr>
<td>Majida Al Awar</td>
<td>It is a really challenge game and we are enjoying playing it. There are many things you must know about before you start a business.</td>
</tr>
<tr>
<td>Sumayya Kazim</td>
<td>yes, a strong relevance indeed because no matter how good are you in the theocratic part of a successful business you might not succeed because there is other factors involved like competitors and economical situations</td>
</tr>
<tr>
<td>Roudha Bin Hezaim</td>
<td>At first I must admit that the simulation game surprised me positively. I didn’t expect the game to be so advanced and I definitely didn’t expected that we will win this competition. The concept of the game is brilliant in my opinion, because you get to manage a company and realize that it isn’t as easy as it seems</td>
</tr>
</tbody>
</table>
Welcome Dear Brothers and Sisters
“Sustainability and Corporate Responsibility in the Classroom”
ACBSP Region 8 Annual Conference
Webster University in Geneva
GENDER STUDY – FEMALE STUDENTS SUCCESS
Dubai to San Diego– A Case study of Female Emirati’s students and their success story
Dubai - Then and Now
- Introduction
- Literature Review
- Simulation Game
- Student Success
- Case Study
- Conclusion

Questions + Answers
Gender equality will enhance human capital.
Encourage higher value economic activity.
Gender equality fosters higher labour productivity.

**strong correlation between national economic growth and Gender Equality**

**The World Bank**

**Gender Equality: a Cornerstone of Development**

**Millennium Development Goals.**

- Gender equality is, first and foremost, a human right.
- Empowering women is also an indispensable tool for advancing development and reducing poverty.

**World Bank Policy Research**
"The role of women in the United Arab Emirates has advanced greatly in recent years, making the UAE a leader in women's rights in the Arab world."
Female Education in UAE

- In the 2009/2010 United Nations Development Programme report, the UAE ranked 29th among 177 countries in the Gender Empowerment Measures, the best rating received in the Arab World.

- The 2007 report on the progress of MDGs in the UAE states, “the proportion of females in higher education has risen remarkably at a rate that has not been achieved in any other country in the world.

- During the years 1990 to 2010 the number of female university students has grown to double that of male students.
Today more than 70 per cent of Emiratis in federal higher education institutions are women.

It is particularly striking that in the UAE there are more than three times the number of women than men in public universities.
“Business Policy Simulation Game” (BPSG), competing with students across the globe is the oldest simulation game since its preliminary development in 1967 and this computerized simulation, now in its sixth edition,
University business students have been competing each year since 1965 in the International Collegiate Business Strategy Competition.

Over the years the number of participating business-student teams has grown from 9 teams in 1965 to over 35 teams in recent years.
• Based on the HCT Business students in United Arab Emirates

• Adds to the body of literature and significant contribution to the research on factors influencing Gender Equality in education.
The Interview
Interview with the winners of 2010 at San Diego, USA.
• There was a great amount of stress and anxiety during the actual competition event, but the students took it as a part of the immense learning process.

• Experience about business operations and gained valuable expertise about working in a multi-cultural environment.

• The proud students were the first team from the UAE to win the first prize and created history.
Learning Corporate Social Responsibility through Simulation Game

Simulation is an Effective way to introduce the social responsibility in the classroom

Learning different countries responsibility can be achieved by simulation games

Cheaper and creates interest in subject. Helps students to be socially responsible
Table 1 clearly shows the female participation in education is higher than the male participation. The total graduates for the last 21 years shows that 62% are female graduates (32,184) compared to 38% of male graduates (19,900).

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<th>Graduate Cohort</th>
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<th>Female</th>
<th>Grand Total*</th>
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</table>
The participation in the Business policy game in U.S by HCT students was possible because of the Sponsorship from the following institutions:

Emirates Airlines
Mahsreq Bank
RTA

It shows how the companies are Socially Responsible in Developing the nation through education.
The stimulus for UAE female development has largely been access to education, in which female have excelled, both in the local universities and also internationally under UAE government scholarship programs.

UAE has recognized the importance of female and their potential to contribute to the society, in both social and economic terms.

Female in the UAE are in fact outperforming males at every educational level.

Conclusion
“Nothing could delight me more than to see the woman taking up her distinctive position in society. . . Nothing should hinder her progress. . . Like men, women deserve the right to occupy high positions according to their capabilities and qualifications”

Sheikh Mohammed bin Rashid Al Maktoum, The President of UAE
If you have any questions please email me Damodharan.varadarajan@hct.ac.ae
Thank You

• Special Thanks to
• Dr. Deniz Saral, PhD
• Dr. Bruce Stetar
• Maureen Gisiger
Dr. Kit Barton, Pathway Leader,
Regent’s University London / Webster University
bartonkit@regents.ac.uk
HASS Faculty, Regent’s University London,
Inner Circle, Regent’s Park, London, NW1 4NS

Abstract: The current financial turmoil in world markets and the global business environment has exacerbated an ethical legitimacy crisis in business. Recent governmental inquiries into banking practices have demonstrated that trained business leaders are unable to justify their actions with arguments that gain general approval from a variety of stakeholders. The reliance on arguments for shareholder primacy now seems weak in practice as well as theory. So, while there is a growing demand for ethical training as a necessary aspect of a business degree, there is no obvious replacement for shareholder primacy as a basic, shared assumption. Instead, there is a variety of possible ethical models. Moldoveanu and Martin have argued that this plurality of models is the normal condition of education in management and that training programs should adapt their students to it. They wish to generate future managers who are 'experimental epistemologists'. Transferring this idea to business ethics, an 'experimental ethicist', should be trained to move between ethical systems, accept the inherent complexity of ethical reflection and avoid ethical relativism.

Keywords: ethics, ethical behavior

Reference: Reference to this paper should be made as follows: Barton, K., (2012) “What is an Experimental Ethicist and How Should We Train Them?”, International Council of Business Schools and Programs Annual Conference Proceedings, ISSN 1948-920X, Volume 1, Number 4.

Biographical Notes: Born in Toronto, Canada but working in London, United Kingdom, Dr. Kit Barton has an interdisciplinary expertise that combines management and leadership theory with philosophy. His academic trajectory has brought him from early philosophical work with Simon Critchley and Slavoj Zizek, through to published research on business ethics with the Philosophy of Management group and now to his current position as pathway leader of the postgraduate American business programs at Regent’s University London and an adjunct member of faculty at Webster University. His executive roles include being the current Secretary for the Society of European Philosophy and a member of the Editorial Board of the Philosophy of Management journal. As a consultant, he works for Bloomberg on the development of the ethical judgement section of their Bloomberg Aptitude Test. Internationally, he is also a regular visiting lecturer for the French INSEEC group of business schools and has been an external examiner in a wide variety of countries.
I. Description of the Legitimacy Crisis

The current legitimacy crisis in business ethics stems from a general inability of business leaders to adequately justify their normative decisions to other stakeholders within society. A business leader cannot be regarded as ethical if they cannot justify their decisions and if they cannot be ethical, then they cannot be socially responsible. Universities and business schools that wish to promote socially responsible behaviour amongst their graduates and to raise the issues of corporate social responsibility in their classrooms, will need to promote the ethical reasoning skills that help define the type of socially responsible behaviour that they seek. Corporate social responsibility and related topics, such as corporate sustainability, are clearly pressing concerns and students who are adequately trained ethical reasoning will be properly prepared. Unfortunately, the current business environment is not populated with many leaders who are adequately prepared and this has led to a legitimacy crisis. Corporate leaders are generally unable to demonstrate that their decisions and actions are ethical and therefore socially responsible.

Repeatedly in recent times, leaders of large corporations and their managers have been called before public inquiries in order to offer an account of their behaviour and to provide reason for their ethical choices. They have been asked what their ethical standards are and how they practically apply them. How does Richard Fuld former CEO of Lehman brothers justify having $500 million in personal wealth while his company’s value has been reduced to zero?1 How do the heads of the big three American automotive companies justify flying separately on small jets to a meeting where they are asking for government funds?2 How can Stephen Hester, the chief executive of the Royal Bank of Scotland, justify earning more than his own mother approves of?3 Notoriously, in each of these cases, the leader was unable to offer what others would regard as an acceptable justification for their actions. They were unable to provide sufficient ethical reasons their own behaviour. These cases are becoming worryingly typical and are symptomatic of a crisis of legitimacy. Business leaders are unable to legitimate their decisions in the public forum. This inability leads to the scepticism and distrust felt by so many stakeholders and underpins the notoriety of these cases. If business schools are to train future business leaders effectively, then they must find a solution to this problem.

This does not mean that the current crisis is a fall from a formerly stable system where business leaders were able to always justify their normative decisions. Such a state has never existed. The ethical dilemmas that managers now encounter are similar to those that they have always encountered. What is distinct about the current crisis however is that business leaders cannot

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rely on old arguments. Arguments that were once widely accepted are no longer deemed satisfactory. There may be two causes for this condition. Firstly, it could be that progress and development in the business environment, brought on by increased size and complexity, have outpaced the ethical theories that are needed to contend with these developments. Previous ethical arguments are thus out of date because times have changed and moral reasoning has yet to adapt. On this view, business leaders are therefore victims of their own success, having outpaced moral understanding. An alternative interpretation is that business leaders were never able to adequately justify their decision-making but were also not subject to any scrutiny. They never had any good reasons but this was not noticed because their actions were not questioned. Whichever is the true explanation, what remains certain is that the current condition leaves managers without the tools to satisfy stakeholder demands for adequately justified ethical decision-making. The arguments that are being used are not now generally accepted. This is the nature of the current legitimacy crisis and it is a challengingly predicament for current business leaders.

A key aspect of this situation is that the previously reliable argument for shareholder primacy or ‘agency theory’, in which a manager must always act primarily in the interests of shareholders, is no longer as effective as it once was. This argument is traditionally put as follows: The fiduciary obligation that a manager undertakes as an agent for the owners of the corporation should always supersede other obligations. The purpose of a corporation, and therefore also its directors and executives, is to realize the wishes of the shareholders, which is most often simply profit-maximization. There is no doubt that this has been a convincing and widely held view ethical view for a very long time, at the very least since Berle and Means expressed it in 1932 and certainly since Friedman and the Chicago school amplified it. The problem is that it is no longer as dominant as it once was. Its power as an effective legitimating tool has been diminished and that has led to the current crisis. Lynn A. Stout's “Bad and Not-So-Bad Arguments for Shareholder Primacy” demonstrates that both Milton Friedman's “shareholder ownership” argument and Frank Easterbrook and Daniel Fischel's “shareholders as residual claimants” argument are unsound. Stout's article puts most succinctly what had been widely discussed.

The work of Rakesh Khurana also highlights the waning of shareholder primacy as a dominant theory. As an aspect of his larger project, to transform business education into a form of professional training, Khurana sees a shared value system as an essential element outcome of such training. This has prompted him to evaluate the existing system and shareholder primacy was found wanting. He associates the promotion of shareholder interests as tantamount to a reduction of the manager's professional responsibilities to those solely of being an agent. If the future manager is trained to always place the shareholder first then there will be no instance where a manager's responsibilities to his or her profession will take precedence. This would therefore confound his attempt give managers specific professional responsibilities and so he

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finds it unacceptable. For Khurana, there must be a shared duty amongst managers but it cannot be shareholder primacy.

His view is reflected in the practical attempts to implement his program for improved moral reasoning and increased corporate social responsibility at Harvard Business School. The MBA Oath movement, which calls upon all MBA graduates to abide by a shared value code, has received wide media attention and over 6000 signatories. Notably the oath acknowledges obligations towards other parties besides shareholders. What the extent of these obligations are remains to be tested by future applications but it is clear that the MBA Oath movement wishes to extend beyond the boundaries of shareholder primacy theory and formulate a professional code of conduct. Moreover the media attention given to Khurana’s professionalization movement may indicate that there is a public appetite for this.

The public focus on business leadership post-Enron and the public willingness to see business leaders in a negative light may also be an indication that shareholder primacy is not an adequate argument to satisfy a wide body of stakeholders. Put another way; whether or not business leaders themselves agree on the primacy of shareholders and notwithstanding the difference of opinion amongst business school academics and students, the general public themselves have not generally consented to recognize shareholder primacy as an effective method of justifying business decisions. It is exemplified in the Chair’s response to Richard’s Fuld testimony during a Congressional Inquiry into the collapse of Lehman Brothers. Mr Fuld presented a fairly straightforward argument for executive remuneration based on the principles of shareholder primacy. Mr Fuld, who had earned between 300 and 500 million dollars from Lehman brothers in the five years previous to the collapse, was asked to consider whether these earnings were a fair outcome in consideration of the costs borne by other stakeholders. He stated that the Lehman’s compensation committee had wanted all executives and employees to be aligned with the shareholder’s interests, stating that “we wanted them (the executives and employees) to think and behave like shareholders. When the company did well, we (the executive managers) did well. When the company did not do well, we did not do well.” The Chair of the inquiry then responded, saying, “Well, Mr Fuld there seems to be a breakdown because you did very well when the company was doing well and you did very well when the company was not doing well, and now the shareholders, who own your company, have nothing. They have been wiped out.” The Chair thus illustrates the difficulty of generalizing shareholder’s interests, between the divergent interests of long-term versus short-term orientated ownership. So in front of an American congressional inquiry, the inadequacy of shareholder primacy was revealed. The public reaction over the next few days was overwhelmingly negative. This argument simply does not achieve consent from most stakeholders. At least, Mr Fuld seemed to recognize this after the fact, claiming to be haunted with a guilty conscience that every night asks what he could have done differently.

In contrast, the management of Goldman Sachs do not seem prepared to concede that any legitimacy crisis exists. They are not admitting that there are any reasonable ethical alternatives to the decisions that they choose. This explains the extreme confidence that grounds CEO

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Lloyd Blankfein’s comment that he just a banker “doing God’s work.” Even when understood as just a joke, it might still be a symptom of an underlying belief that their actions are always justifiable. As agents of shareholders, they maximize all business opportunities to make markets and provide liquidity to investors who want to take complex financial positions. Goldman Sachs endeavours to return maximum profit to their shareholders by taking full advantage of these business opportunities. As long as this is their primary aim, then they will not be doing anything ethically questionable. Like an institution whose record is utterly impeccable, their company’s ethical decision-making precludes the existence of any general legitimacy crisis in business ethics. To them, the right way is known, it is shareholder primacy and it is their core ethical value. Once again, all the critical attention this case has received demonstrates how contentious their view is.

Goldman Sachs executives do not acknowledge any alternative viewpoint to shareholder primacy. In both the civil suit filed by the Securities and Exchange Commission and in a Congressional inquiry Goldman Sachs executives have seemed exceptionally assured. The civil suit and the inquiry both question whether it is ethical to generate profits by taking a short investment position on a financial product that the company is creating for clients that have some degree of trust in them. During the inquiry, Daniel Sparks, former head of Goldman Sachs’ Mortgage Department was asked whether he, as a creator and distributor, of financial products felt "a duty to act in the best interests of your clients." He responded, “We have a duty to serve our clients well.” An ethical evaluation of this exchange, notes the critical distinction between promoting a client’s best interest and merely promoting their interests. A client who has their best interest served can be absolutely certain that their provider has not acted in any way that could adversely affect the client’s interest. A client, who has their interests served well, on the other hand, has only been assured that their interests will be served to a minimal level, to the level of being “well” served. This does not entail that the provider has acted in a way that is necessarily ideal for the client. Mr Sparks did not go on to define what the minimal threshold for service was. There is a considerable difference between the two statements and enough scope for justifying two very different actions. In other words there is room, for debate and in the SEC’s opinion, room to bring testing litigation.

Whether the management at Goldman Sachs perceive it or not, their confidence in the legitimacy of their own behaviour is not shared by everyone. What is remarkable about Goldman Sachs, for the purposes of this paper, is not that they may have acted fraudulently but that they do not publicly admit that it is even possible that other stakeholders might find their actions and their reasoning questionable. Their recent statements and public performances seem to seem to deny the existence of a general legitimacy crisis, while the full spectrum of reactions to their behaviour, from the SEC’s accusation of fraud to Warren Buffet’s general approval as a shareholder, indicate that a wide variety of ethical systems are available to evaluate their actions. Despite their own somewhat oblivious attitude, the reactions to Goldman Sachs by stakeholders demonstrate that the legitimacy crisis exists.

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The work of Moldoveanu and Stevenson further describes the legitimacy crisis in business ethics.\(^{10}\) They have analysed and evaluated the performance of five ethical systems when each was utilised in typical bargaining scenarios. Their interest was to determine if any of the theories, utilitarianism, Kantian deontology, discourse ethics, egoism and predictability maximization, had a significant advantage over the others. Their conclusion was that the performance of all the them was sharply constrained by two common factors. Firstly, in all cases there were serious difficulties in calculating the results once the ethical model was applied. Secondly, in all cases there was a serious difficulty in communicating the results in such a way that all parties could agree on their legitimacy. So, for example, the success of an application of utilitarianism to an ethical dilemma is limited by the difficulty of including all relevant consequences into the moral calculus. This is its calculability limitation. Also, once calculated, it is very often difficult to get all parties to agree that the consequence values used in the calculation are accurate. This is its communication limitation. These results confirm two things. Jokingly, if you ever thought that thinking ethically was going to make life and business easier, then Moldoveanu and Stevens have now shown that you were gravely mistaken. More seriously, the current legitimacy crisis may be a result of the advancement of a variety of ethical models. As Utilitarianism, rights-based theory and others become more advanced and sophisticated; shareholder theory loses its relative importance but it has not been replaced by any other dominating theory. The level of agreement and legitimacy that shareholder primacy arguments once had is no longer attainable by any of the theories that have undermined it. Regardless of its current level of legitimacy, the legitimacy status that it once enjoyed dwarfs the current level of any alternative theory. All the current contenders are substandard by the old measure.

From a meta-ethical standpoint, the current state is described most accurately as ethical pluralism. A middle ground between absolutism and relativism, pluralism accepts different moral positions and arguments and yet still holds that a consensus on basic rules and principles in specific cases can, and should, be reached. How should we train business students to contend with this current condition?\(^{11}\) The best solution is to create experimental ethicists. This would mean transferring Moldoveanu and Martin's conception of MBA training as experimental epistemology, which they outline in their book "The Future of the MBA: Designing the Thinker of the Future", and creating experimental ethics.\(^{12}\) The experimental ethicist will be trained to operate efficiently and responsibly in the current conditions. Crucially, as the terms 'ethics' and 'epistemology' imply, this training will involve some elements of traditional philosophical training. In a nutshell, it will involve searching for the ethical truth and discovering the reasons why it is so hard to find. Philosophers are trained to be comfortable with this kind of engagement and future business leaders should be trained similarly.


\(^{11}\) As a side-note, if our training involved assessment, as it probably should, how would we grade Richard Fuld's and Lloyd Blankfein's performance?

II. Outline of Experimental Epistemology

The key abilities of Moldoveanu and Martin’s experimental epistemologist are: Firstly, (1) to be able to problem-solve using a variety of different models and methodologies. They will need to have transparadigmatic thinking skills, be able to effectively bridge between the various hermeneutic circles. This is a practical skill that can and should be taught by the MBA program. Secondly, (2) to be able to accept complexity within fields of knowledge. Being trained to accept the challenges in calculability and communicability that can arise from different models, the business graduate will be able to maintain their overall commitment to experimental epistemology. Without this training, they will tend to retreat into the comparative simplicity of absolutism or relativism. Moldoveanu and Martin explain these two key capabilities of experimental epistemologists.

Firstly, they will be trained in transparadigmatic conceptual movement. Essentially this means that the graduate will be able to operate within different paradigms in order to use the widest variety of models and algorithms in order to solve business problems. By assuming an ‘experimental’ perspective they will not be committed to any particular approach other than a dedication to integrative thinking where they detect clashes and conflicts. Moldoveanu and Martin write that the experimental epistemologist “must be competent to internalize the clash among multiple, incommensurable views of the world and resolve this clash productively.”

Granted, it has always been a feature of successful training programs to equip students with a variety of conceptual tools. The idea of training students in a variety of models and algorithms is not particularly innovative. Moldoveanu and Martin’s innovation stems from their emphasis on the epistemological limitations that any model bears. They write, “What characterizes the contemporary organizational landscape is a decrease in the marginal value of algorithmic skill sets, relative to that of skill sets of the kind involved in the successful integration of parallel hermeneutic circles.” Experimental epistemology will still teach relevant models but not at the expense of providing a wide manifold of conceptual tools. It will foster an attitude that is familiar and comfortable with this diversity. The future business leader will be comfortable using the wide variety of tools in their tool-box, while also recognizing their limitations.

This transparadigmatic thinking is a practical skill for Moldoveanu and Martin and not just an epistemological theory about the limitations of knowledge. It is a way of coping with the operational environment within which all future managers will have to function. Moldoveanu and Martin write, “To be successful on this new sociocultural landscape, the manager of the future must act in the face of the breakdown of certainty and self-evidence for the reasons of action” So the training is meant to do more than communicate the accurate description of the current business environment, a description of the multiple paradigms and hermeneutic circles that underlie problem-solving models and algorithms. It is also meant to practically train the future manager to act within that environment. Successful programs will develop transferable and useful cognitive behavioural modules and operations that concentrate on “methodological know-

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how” rather than “technical know-what”. Perhaps Moldoveanu and Martin do not state it directly but philosophical reasoning is implicit in their chosen label of experimental epistemology. Their approach is genuinely philosophical insofar as it trains the individual to become comfortable with a certain amount of scepticism and inculcates a drive to ask difficult and challenging questions.

The other key skill that all experimental epistemologists will possess is the ability to manage the complexity that results from epistemological questioning. Moldoveanu, in a separate article on this subject, has argued that a new definition of complexity is required in organizational analysis. The new definition will take into account ‘the eye of the beholder’, which is an acknowledgement that every observer is necessarily constrained by their own epistemological framework. He writes, “[A phenomenon] is, itself, a ‘difficult-to-understand’ entity, because it is intimately coupled to the cognitive schemata, models, theories, and proto-concepts that the beholder brings to his or her understanding of a phenomenon. Where the cognitive scheme of the observer is deficient, in terms of either informational or computational capacity, the label of ‘too complex’ will be applied. “A phenomenon is ‘difficult-to-understand’: if its most predicatively competent, intersubjectively agreeable model requires an amount of information that is at or above the working memory endowments of the modeller or observer; if the computational requirements of the generating prediction about such a phenomenon are at or above the computational endowments of the modeller or observer, or both together.” Notably this understanding of how phenomena become regarded as complex, demonstrates that the necessity of paradigmatic models. The experimental epistemologist will have an advantage because their training will make them fully aware of this reflexive process, where their own abilities reflexively influence the results. Those who are trained to think across different paradigms and hermeneutic circles will more readily recognize that the challenge presented by a complex management phenomenon might be soluble through the application of a different epistemological framework. In other words, rather than straightforwardly deciding that a phenomenon is irreducibly and unavoidably complex, they will be trained to examine the informational and computational limitations that exist as a result of a particular model being applied. They can then experiment with applying alternative models to determine whether these limitations can be reduced. For the experimental epistemologist the ‘difficult-to-understand’ phenomenon presents an opportunity to apply the techniques of transparadigmatic thinking. The experimental epistemologist will keep applying different models without being overly concerned that the use of competing models undermines a general commitment to truth-seeking.

Experimental epistemology is not relativism however. A relativist faced with a complex phenomenon will often abandon further thinking by claiming that the problem is unfathomable. As justification for giving up, they will agree that there is a necessary subjective element in the

act of interpreting the phenomenon but they might then judge that the marginal value of continuing analysis does not warrant more examination. This judgement relies on the following argument: Since the subjective element is irreducible, continued analysis will always produce results that are relative to the interpreter. Any result that is relative to the interpreter does not constitute an adequate result. Therefore, adequate results will never be achieved. This argument can then be converted in to the practical advice given above: Since adequate results can never be achieved, then the complex phenomenon does not warrant further analysis. This is the relativistic response to complexity and, as a kind of rationalization, it can be used to shut down further analysis.

The experimental epistemologist could be trained to avoid this however. They will not accept the premise that any result that is subjective is an inadequate result. By being aware, and indeed holding expert knowledge, of the epistemological paradigms that affect the interpretation of data, the experimental epistemologist will be able to differentiate between complex phenomena. They will recognize how “theory choice” conditions the outcome of whatever is analyzed and they will be prepared to adjust their “theory choice" in order to see what different outcomes can be achieved. While all outcomes will be relative to the “theory choice”, this will not be used as an excuse to stop this process of experimentation. As Moldoveanu and Martin write, the experimental epistemologist “must think in the face of the looming paralysis induced by an awareness of the multiple ways of thinking available to him or her; … without falling into the epistemic and moral relativism that empties him or her of the vital trust that a better outcome is possible and achievable.”20 The experimental epistemologist is fully aware, as is perhaps every manager, that the truth is hard to find, but Moldoveanu and Martin’s ideal future manager exceeds the normal manager by utilising their expert awareness of why the truth is so hard to find in order to keep searching instead of using it to rationalize and excuse inaction.

Moldoveanu and Martin offer this idea of an experimental epistemologist as a useful addition to the general debate in management studies and organizational analysis. It applies theories drawn from philosophy of science and postmodernism to the modern business cases and finds ways of enhancing practitioners effectiveness in the current environment. By demonstrating that future MBA graduates would be able to both practically problem-solve within a variety of different paradigms, and also, act with an awareness of different kinds of complexity without falling into relativism, Moldoveanu and Martin understand themselves to be, as their book’s subtitle states, ‘designing the thinker of the future’.

What their book does not directly address is how this would affect business ethics training. Given that the legitimacy crisis corresponds to the multi-paradigmatic and postmodern environment that they describe, then it seems appropriate to apply their general design for business training to the specific issue of ethics training. In other words, a future manager trained as an experimental epistemologist would, when he or she encountered specifically ethical problems approach them as a trained experimental ethicist. The remainder of this paper will demonstrate that fostering these skills is an appropriate and effective response to the current legitimacy crisis and will meet the public demand for creating greater social responsibility in the business school classroom.

III. Outline of Experimental Ethics

Translating the two key abilities of the experimental epistemologist to this new conception of an experimental ethicist, means that, when trained appropriately, future business school graduates will (1) be able recognize and analyze ethical dilemmas using a variety of models and methodologies. They will function transparadigmatically, travelling across the borders of paradigms and hermeneutic divides. They will also (2) be able to accept the complexity that ethical analysis often generates. They will be able to manage the challenges of calculability that arise from the application of various models and will not conveniently avoid that complexity by resorting to ethical relativism.

Teaching business ethics using multiple models and methodologies is not particularly problematic when it is the core ethical systems that are taught: utilitarianism, deontology, virtue ethics and discourse ethics for example. Rather than focusing on these theories in isolation, they can be taught as models that can be applied by the student to ethical dilemmas and cases. Several good articles have been published on how this can be done, “Teaching and Learning Ethics by the Case Method” by Kenneth E. Goodpaster, “Ethical Universals in Practice: An Analysis of Five Principles” by Mihnea Moldoveanu and “The good of theory: a reply to Kaler” by Tom Sorell. What needs to be emphasised is how the use of multiple methodologies trains a student to be comfortable with the clash between theories. This clash is the product of transparadigmatic movement and it is unavoidable. The student needs to recognize it as the general epistemological condition of practically applying theory. Model clash is a necessary to any deep consideration and application of ethical reasoning.

Goodpaster writes that good business ethics teaching must promote “an approach to moral knowledge that is pluralistic, that permits several basic methods or principles to be in tension or conflict with one another.”21 The student trained in this way becomes used to the tension, the conflict and the clash. The fact that using different methodologies may produce different conclusions should not be regarded as a practical failure. Quite the contrary, it is the nature of ethical systems that a single theory can produce two different conclusions, as Sorell explains:

Does the existence of arguments for conflicting policies or actions from a single theory show that the theory, while relevant, is useless? No. The fact that there are arguments on both sides does not show that they are equally strong, and particular practical situations often give decisive weight to considerations that are properly appreciated by one argument, but downplayed or ignored by another. ... In articulating utilitarianism or Kantianism, the arguments may also allow some people to see moral issues in situations that other people think raise no issues. They can have a use in “issue-spotting” quite apart from their use in dilemmas.22

Experimental ethics is experimental because it recognizes that the results of any particular application of a theory are subject to debate and possible falsification. Application of theory to an ethical dilemma is frequently an experiment that produces contentious conclusions. Students

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need to be comfortable with this level of certainty, which is admittedly lower than they might desire but is as high as practically possible. While any decisive moral argument will depend to some extent on the model used, the experimental ethicist will not be too disappointed by this. The ethical truths that they produce will be subject to model clash but they will be expect this. Moreover, they will not be too traumatized by another experimental ethicist vigorously opposing their claim and perhaps using a different ethical system. As Sorrell observed, the ensuing debate between opposing position may yield a general 'issue-sensitivity' that may be more valuable in the long term than the short term efficiency savings gained from a debate-free solution.

Experimental ethicists will know how to engage in moral deliberation and be willing to recognize and think about problems. The German philosopher Jurgen Habermas states that “to act morally is to act on the basis of insight”23 Put another way; this claim shows how practical moral actions are linked to the process of mental deliberation. Insight is a process of reflection and mental deliberation and this will certainly be required of an experimental ethicist. They will be trained to not only use individual theories, which would require some reflection and insight, but to be prepared to use multiple theories, which would require even more reflection and even more insight. They must then harness this insight into moral action. The objective of the reflection is to translate the deliberation into practical action. The reflection is not done for its own sake. There is an important distinction that must be noted between meta-ethics and normative ethics.24 The application of theory is the terrain of normative ethics and it is normative theory that the experimental ethicist uses for practical ends. Reflection on meta-ethics on the other hand is not as immediately useful for business students and can distract from the practicality of normative ethics. So disturbing questions about whether ethics exist should be avoided when they are asked for the purpose of avoiding answering the practical normative question about what should be done in a particular situation. The “insightful reflection” that Habermas refers to is not a requirement to answer meta-ethical questions before one can proceed to moral action. Instead, it is statement about the relation between practical action and the normative theory that underpins it. The experimental ethicist should be trained to reflect on their actions, that is, to consider and apply a variety of models and to encourage debate, to experiment with their normative ethics.

The second (2) key capability of an experimental ethicist is the readiness to accept complexity in ethical deliberation. It will come as surprise to no one that ethics is not the realm of easy answers. Ethical dilemmas hardly have the reputation of being easy to solve. This fact does not give future business leaders an excuse for not trying however. Experimental ethicists will need to be trained to recognize and understand the complexity that applying ethical theory to cases usually generates. Ethical thinking is a kind of philosophical thinking and it should be accepted that philosophy has a capacity to be very complex. In applying an ethical model, difficulties will arise in calculability. The experimental ethicist will accept that these complexities are a common aspect of analysis.

So for example, they will anticipate the complexity that arises from applying utilitarianism to a particular case. They will recognize that there will often be tremendous difficulty in gathering all

the relevant consequences and then performing a moral calculus. Similarly, in a rights-based analysis, it will often be very difficult to determine which rights are involved and then further difficulty in determining whether any of those rights have been voluntarily waived. With the addition of stakeholder theory, determining which parties are relevant to any particular case will substantially increase the complexity as an analysis of a case reveals more and more interested parties affected by the decision-making of the firm.

An experimental ethicist will be skilled at identifying and isolating the specific difficulty, or perhaps, deciding when another model could be more fruitfully applied. They will be “thinking about thinking” and considering the theory-ladenness of any particular result more than someone who was otherwise trained. They will consider the deliberative processes that are entailed with application of each ethical model and be willing to alter their approach to control the challenge of complexity.

Finally, their embrace of complexity will allow them to avoid the pitfall of ethical relativism. Without training, a series of failed experiments might indicate to the practitioner that there is no justification for perseverance. With training, however, an experimental ethicist will know how limited results are still worthwhile and how progress is often made in small increments. While a proposed solution to an ethical dilemma might seem insufficient, and the problem itself still 'too complex' to be satisfied with this experimental solution, the trained individual will recognize that this result does not justify a retreat into ethical relativism, which might rationalize an end to experimentation. Instead, the experimental ethicist will be trained to participate in debate that is motivated by an underlying belief that better ethical solutions exist and that ethical progress is possible. They will understand that even though any particular ethical argument is 'theory-laden' by the ethical system that underlies it, and it is 'relative' to that extent, that this does not necessarily lead to paralysis or justify abandoning the project.

IV. Conclusion

This paper has argued that the current business environment is notable for its apparent lack of social responsibility or ethical behaviour. Various stakeholders have noticed this lack and demanded that future business leaders be better trained. The current situation shows that the old arguments are no longer widely accepted. This is the legitimacy crisis. The solution to it requires borrowing Moldoveanu and Martin's conception of experimental epistemology and adapting it to ethical thinking. Their ideas about transparadigmatic thinking (as summarized in Part II of this paper), can be translated to ethics. By so doing, it has been shown that experimental ethicists are best suited for the current legitimacy crisis because they are trained to create and to test multiple ethical positions and approaches (as shown in Part III). With their experimentation, they are more likely to create more widely acceptable ethical solutions i.e. solutions that are deemed to be socially responsible. The current legitimacy crisis is caused by a lack of effective arguments. Often if companies are judged to lack socially responsibility it is because they cannot convince a wide variety of stakeholders that there actions are ethically appropriate. Experimental ethicists will address this deficit directly. Unlike many current business leaders, such as those at Lehman Brothers or Goldman Sachs, they will be able to vary their arguments and consider ethical dilemmas from a variety of perspectives and use differing ethical systems.
It is important to note that they will not learn these argumentative techniques for the purpose of rhetorical persuasion but rather to test the validity of their own decisions. Indeed, one could hope that they may be able to avoid many of the difficulties currently being experienced by business leaders, by ‘issue-spotting’ in advance due to their increased awareness. Moreover, if we are living in a global society that is most accurately described by postmodernism, then the transparadigmatic approach of the experimental ethicist will most closely reflect the society that they inhabit. The future business school graduate must be trained to think about what actions may be right or wrong and to appreciate why the truth is so hard to find.
Works Cited


What is an ‘Experimental Ethicist’?

Dr. Kit Barton
ACBSP – Region 8
Annual Conference 2012
Outline

- Description of Legitimacy Crisis
- Outline of Experimental Epistemology
  - Transparadigmatic Thinking Skills
  - Acceptance of Complexity
- Outline of Experimental Ethics
  - Transparadigmatic Thinking Skills in Ethics
  - Acceptance of Complexity in Ethics
- Proposals for teaching
Description of the Legitimacy Crisis

Business Leaders are unable to justify many of their normative decisions to stakeholders.

Contributing factors:

- Business leaders success in new ventures has outpaced readily available justifying arguments.
- Decrease in the general acceptance of strong shareholder primacy arguments.
- Non-emergence of a replacement.
Examples

- **Lehman Brothers:**
  - Richard Fuld asked "Is it Fair?"
  - Response: No direct answer

- **Goldman Sachs:**
  - Daniel Sparks asked whether he “acted in the best interests of his clients?”
  - Response: “We have a duty to serve our clients well.”
Experimental Epistemology

From “The Future of the MBA” by Moldoveanu & Martin

Philosophical Basis

- Kuhn and Lakatos – Theory laden-ness
- Heidegger and Lyotard – Hermeneutics

“What is required for successful managing in the world of parallel hermeneutic circles is a simultaneous engagement with each of these circles, at the ontological, epistemological, logical and pragmatic levels”

“The high-value decision maker of postmodernism is we claim, an accomplished experimental epistemologist”

(Moldoveanu & Martin, 2008)
Key Abilities

- Transparadigmatic conceptual movement
  - Ability to spot underlying conceptual frameworks
  - Willingness to adjust and commit to different conceptual frameworks.
  - Increased comfort level in relation to ‘model clash’
Key abilities (cont'd)

- Manage complex phenomena
  - Recognize that knowledge is self-reflexive to some extent.
  - Willingness to alter conceptual framework in cases where data is “too complex” or “difficult to understand”.
  - Willingness to continue to experiment despite the breakdown of certainty.
Experimental Ethics

Philosophical Basis

- The same as Experimental Epistemology

The trained experimental ethicist should be able to operate within multiple ethical systems and be committed to ethical thinking (experimentation) despite the inherent complexity.

This approach suits the current legitimacy crisis.
Key Abilities

- Transparadigmatic ethical thinking
  - Recognize that the normative claims depend on the underlying ethical system
  - Be willing to adopt different ethical systems in order to generate different normative claims
  - Be comfortable with ethical model clash
Key Abilities (cont'd)

- Accept Complexity in ethical deliberation
  - Recognize that normative arguments are often complex and “difficult to understand”
  - Avoid retreating into ethical relativism in order to rationalize an end to deliberation
The legitimacy crisis has created an environment of increased ethical uncertainty partly because the previously dominant ethical system (shareholder theory) has not withstood the recent public evaluation of it.

Business programs need to adjust to this situation and the best way that they can do so is to acknowledge the increased level of uncertainty.

Experimental ethicists would meet this need.
Proposals for Teaching

- Ethical dilemmas can be emphasized with the pedagogical aim of generating an awareness in students of the variety of arguments available and their dependence on underlying ethical systems.

- Debates should be encouraged with the aim of increasing the student's comfort level with the process of forming arguments within chosen ethical systems.

- Students should be assessed for their ability to react to complex ethical challenges and counter-arguments.

- In a way that is very similar to philosophical training: They should learn to experiment to find the ethical truth but they must also appreciate why it is so hard to find.
What is an ‘Experimental Ethicist’?

Dr. Kit Barton
Philosophy of Management 2010
Sustainability: Corporate Responsibility for the Future Classroom

Dr. Jeremy Cripps; PhD, FCA, CPA,
Professor of Accounting
American University in Bulgaria;
Email: jcripps@aubg.bg

Abstract: There is a growing realization that people represent the largest proportion of corporate productive capacity relative to the current assets and fixed assets shown on corporate financial statements. This paper provides research on the top 50 of the Fortune 500 companies. It considers the conditions in the context of literature which reassesses theory and assumptions which have been made on the valuation of human capital. Human capital is a pre-requisite for tangible assets to be productive. The valuation of human capital will trigger the same sort of activity based analysis of people power as computers brought to cost accounting. The knowledge century analysis of people power will take off when human capital is at last included in the list of assets on the corporate balance sheet.

Keywords: Human Capital, human competence, asset valuation, measuring knowledge.

Reference: Reference to this paper should be made as follows: Cripps, J. (2012) “Sustainability: Corporate Responsibility for the Future Classroom”, International Council of Business Schools and Programs Annual Conference Proceedings, ISSN 1948-920X, Volume 1, Number 4.

Biographical Notes: A Professor of Accounting, he started in the profession as a teenage apprentice at Cooper Brothers (now PWC) in London. After qualifying as a Chartered Accountant he attended Case Western Reserve University in Cleveland, Ohio. After graduating Master of Arts he returned to the profession working in Federal and then International Tax. By then a CPA, he joined a client as European Controller to enjoy international experiences in computerizing information systems, strategic planning, and compliance with national commercial legislation. Married with family, he joined Heidelberg University in Ohio in 1982. Enjoying Fulbright Scholarships in Zimbabwe (1994) and Bulgaria (2002), from 2004 to this Spring he initiated the Business program at the American University in Kuwait which received ACBSP accreditation this year. This Fall he returned to the classroom in Europe. On a personal level 39 years of happy marriage provide a busy family life with 3 children and 2 grandchildren who are scattered around the world enjoying a wide variety of activities.
"Of all of the earth’s vast resources, none is more valuable or powerful than the human mind”
(The Qatar Foundation, 2012)

Abstract

The machinery, equipment, inventory and other assets of the 21st century company have no real economic value without people to work them. Corporations, by leave of the accounting profession, continue omit the value of human. And yet there is a growing realization that people represent the largest proportion of corporate productive capacity relative to the current assets and fixed assets shown on corporate financial statements.

This paper provides research on the top 50 of the Fortune 500 companies which confirms this material deficiency. There is a need to provide stakeholders with a “fair” knowledge of the value of corporate human capital to provide a higher standard of transparency and accountability in international financial reporting and to provide the basis for research into the sustainability and potential expansion of growth in the world economy.
An appropriate standard for the valuation of human capital will provide the knowledge base for effective and efficient investment in human capital. Effective and efficient investment will be particularly valuable for governments and service industries and those who wish to promote growth in Europe. Indeed the OECD is questioning the veracity of financial statements which fail to include “the most valuable” of corporate assets in their financial statements.

Recently the OECD has noted that Human capital may be measurable “by the output potential of specific competencies;” by “the fruits of (corporate) investment;” by objective measurement of the market “rental” price of human capital; and lastly, perhaps self-evident when it comes to physical capital, the output potential of corporate investment in their human capital inventory.

This paper considers the conditions in the context of literature which reassesses theory and assumptions which have been made on the valuation of human capital. Human capital is a pre-requisite for tangible assets to be productive. The valuation of human capital will trigger the same sort of activity based analysis of people power as computers brought to cost accounting. The knowledge century analysis of people power will take off when human capital is at last included in the list of assets on the corporate balance sheet.

**Introduction**

Since 1980 the Economist confirms, the share of national income in the United States has skewed dramatically. “Inequality has reached a stage where it can be inefficient and bad for growth” (Economist, 2012) No surprise then that “the most persistent and significant complaint about published financial statements in recent years” continues to be that “they do not recognize the economic facts of life” (Davidson & Weil, 1975, page 27). Inflation accounting, debated and rejected by the profession in the 1970’s, has regrettably become a reality in the form of “fair value” (IFRS 13, 2012). The enigma we call “fair value” recognizes unrealizable income while failing even to cast any value at all for the most valuable corporate assets, the people employed by a corporation, the people who put the company’s other assets to work.

Thus the real engines of corporate productivity and growth go unrecognized. There is no corporate transparency or accountability in this important area. The continuing failure to record the value of employees with other corporate assets proves simply and “beyond reasonable doubt,” (Whitman, 2005) that the audited financial statements of corporations are neither “true and fair” (Companies Act, 1947; HMRC 2012, Karan, 2012) nor presented “with no material misstatement” (PCOAB, 2003; SEC, 1999).

The most valuable corporate asset, in the 21st century, is seen by distinguished professors to be “the knowledge worker” (Drucker, 1959, page 127). Nobel Prize winners also focus our need to recognize the knowledge workers’ impact and the corporate “consequences of employee choice” (Sen, 2004). They understand that the selection of industrial strategy is made “within the context of which individual decisions are made” (Coase, 1960). Thus human knowledge and human skills are the real and future 21st century engines of productivity. The Industrial revolution identified the early potential of human industry and ingenuity. Seeing the importance of maintaining a stable human industrial and ingenuous workforce Henry Ford doubled wages (Ford News, 2012). After the second-world war human ingenuity produced electronic innovation and engineering skills which transformed many workplaces with discoveries. We may remember
the inventors of productive machinery but we do not recognize the value of those employees who with the inevitability of experience accelerate production processes and generate corporate wealth.

“All organizations say routinely ‘people are our greatest asset.’ Yet few practice what they preach, let alone truly believe it” (Drucker, 1995, p 77). And yet, as the Organization for Economic Co-operation and Development (OECD) has noted, all the machinery, equipment, inventory and other assets of the 21st century company can have no real economic value without human capital to work them (Miller, 2009). And yet the accounting profession continues to approve “untrue and unfair” corporate financial statements which treat the value of human capital as “immaterial.” Let us face reality, both GAAP and IFRS compliant financial statements provide material misstatement of corporate assets.

The problem is that IFRS compliant accounts not only mislead users of financial statement, but fail to provide a meaningful summary of corporate assets. (Because they do so deliberately, may they be said to commit a fraud on shareholders and public? Surely the circumstantial evidence is overwhelming and beyond even reasonable doubt).

There is “widespread perception” that the value of human capital may represent a significant proportion of overall corporate productive capacity relative to current assets and fixed capital. This paper provides research on the top 50 of the Fortune 500 companies to research this potential for material deficiency. Such a material and significant deficiency in the reporting of corporate assets might identify a real need to provide financial statement stakeholders with a “fair” knowledge of the value of corporate human capital. The knowledge may be needed to provide a higher standard of transparency and accountability in international financial reporting.

So an appropriate accounting standard for the valuation of human capital is needed to provide for more effective and efficient investment in human capital.

This is a matter of great social as well as industrial importance. Effective and efficient investment in human capital is particularly valuable for governments and service industries and those who wish to promote growth in Europe. This why the OECD is questioning the veracity of financial statements which fail to include “the most valuable” of corporate assets in their financial statements (Miller, 1996)

**Purpose of the Paper**

This paper briefly considers the valuation of human capital in the context of literature which reassesses theory and assumptions which have been made. There is a tangible human capital element needed for corporate assets to be productive. Analysis of recent developments in the recognition, measurement, and accounting for human competencies is needed. Based on this research and other current developments in financial reporting, the paper then provides reliable resources which will enable the appropriate valuation of human capital. In conclusion the paper recommends that now at last the time has come for human capital to be included in the list of assets on the corporate balance sheet.
Relevant Scholarship

Historical records of human capital appear in the recently studied clay tablets from the Erlenmeyer Collection which date from the third millennium BC. Here the product of grain and labor inputs is measured in “female labor days” (Nissen et al, 1994 p 54). The productive division of labor and potential for specialization in large cities is mentioned by Xenophon (Cyropaedia, VIII.2.5-6) and both Adam Smith and Karl Marx made reference to his work in the area of human capital development (Samuels et al, 2007 p 18). Plantation accounts of the 18th century included slaves and indentured servants as assets of the plantation entity. However slavery was seen as immoral, a fundamental disharmony (Biddle et al, 2007 p 235) and described as a “peculiar institution” (Calhoun, 1830). The legal nature of “ownership” was also of interest and the sale system was seen to have a negative impact on the growth of national wealth (Raymond, 1820, p438). Raymond held that slavery was holding back economic progress for as Carey explained (1853) slavery was to some extent limiting the demand for labor for he wrote “when two masters seek one laborer, the latter becomes free.” The nature of the human asset was also caught up into immigration and other sensitive political concerns.

The moral and legal characteristics seem to have provided for human assets to become a long standing “unmentionable” in financial statements. The valid long-term contracts of sports figures are concealed with the use of semantic expressions to avoid the mention of human assets. Thus Premier League Football Clubs refer to “player trading” (Arsenal, 2012) without the value of contracts appearing in inventory. Like non-profit organizations “in keeping with standard practice,” players “are not recognized as assets on the (financial) statements” (Cleveland, 2012) in spite of player and representative possession of legally binding contracts.

However the failure is apparently taken as consensual since no exclusion provision of the human asset is included in national generally accepted accounting principles (GAAP) or the International Financial Reporting Standards (IFRS).

Many accountant authors have questioned this stubborn refusal of corporations and the international accounting firms’ failure to include the value of human assets. A number of Doctoral theses have noted this abject failure. John Otter identified the peculiar unexplained absence of the recording of human assets in corporate financial accounts. People were needed to make use of the static property, plant and equipment and yet the dynamic sources of production, the people, were not included as assets of the company. This in spite of the obvious fact that they are visible, tangible, and quantifiable (Otter, 2012). That corporate financial statements do not include a comprehensive balance sheet simply means that users of financial statements are not getting “an accurate financial picture” (Washer and Nippani, 2004).

This failure to include the value of human assets in the financial statements surely constitutes fraud. Fraud occurs when the financial statements:

- Include a false statement of a material fact
- when the corporate management knows the failure to include human assets provides users of financial statements with an untrue set of accounts
- there is a clear intent to deceive the user of financial statements
- users, particularly investors rely on the financial statements
and therefore are subject to loss when the information provided is wrong (Legal Dictionary, 2012)

Why Now?

What accounting feature has triggered renewed interest in providing a more accurate set of financial statements by corporations?

Three factors are converging to justify, at the very least, a review of why the value of human capital is not included in corporate financial statements.

First there is the development of the International Financial Reporting Standard on “fair-value” (IFRS 13). Originally issued in May 2011, the new IFRS on “fair value” replaces the definition in International Accounting Standards (IAS 32 etc.) and comes into force on January 1, 2013. The new IFRS focuses on process and is intended to increase “consistency and comparability” (Deloitte, 2012). The IFRS makes reference to the valuation of financial and non-financial assets but fails to make mention of human capital assets.

Second there is the development of IFRS on leases (IFRS, 2012). The Work plan for leases is again looking for consistency and comparability in the reporting of the value of leases. Sir David Tweedie, just past Chairman of the International Accounting Standards Board, noted that “one of my great ambitions before I die is to fly in an aircraft that is on an airline’s balance sheet” (Malry, 2010). He made reference to the fact that many airlines lease their aircraft and so the aircraft, which are certainly assets, do not appear on airline balance sheets. (Your author’s great ambition before I die is to read a corporate report that includes the company’s people on that company’s balance sheet.) The purpose of the IFRS on Leases is to require companies to state the full value of assets leased full-time on by a company which is using the assets full-time.

Third there is a growing desire to provide a more efficient and effective use of the $billions invested in national educational systems. The intention is to improve the content and quality of education so that economic growth and jobs can be better sustained. As noted previously, the OECD produced an important report on “Human Capital Accounting for the Knowledge Economy’ which is entitled “Measuring What People Know” (Miller, 1996). This document notes that there is a “changing connection between human capital and economic performance.” There is clearly a need to develop “better signals for competence validation, valuation, accounting and financial reporting” so that the huge investment by nations in public education can be refined. The expectation is that improved analysis of education deliverables must lead to more effective and efficient industry and therefore more jobs and greater growth in national and world economies.

The OECD report is particularly interesting because it has a whole section on “obstacles to the measurement, accounting, and market recognition of Human Capital (Miller, page 43 et seq.). Four conditions are described which can now be met readily. Indeed human capital assets as readily measurable for the purpose of assets on a corporate balance sheet. These are:

- **Obstacle:** Human capital can be measured in terms of output potential.
Solution: Revenue, profits, expenses, and other measures of human activity can be measured on the basis of revenues, profits, expenses and other measures of human activity “per employee.”

- Obstacle: Measuring the fruits of a company’s investment in employees.
  Solution: In the computer age earnings per worker are measurable, comparable, and likely of value to investors and to the community.

- Obstacle: Determination of the “rental” price for employees, for human capital.
  Solution: The salary or wages contract agreed between employer and employee provides a readily determinable, essentially market based, “rental” price for the labor of employees.

- Obstacle: Measuring the value of the knowledge worker in terms of the future value of their output potential.
  Solution: As illustrated in this paper, the lifetime value in terms of future potential, can, like the value of life insurance, be based on corporate actuarial data which is already maintained by companies for insurance purposes.

We should also note that under present European Law the employment relationship, by EU Directives, requires member countries to legislate contracts of employment for all employees (London Chamber, 2012). This means that a formal legal contract exists between companies and their employees. This differs in other countries but, in practice, corporations undertake obligations to their employees during the period of employment which mean that to all intents and purposes a contractual relationship exists and therefore should be included in the financial statements. For example there is a clear distinction in the United States between an employee and an independent contractor (US Dept of Labor, 1999) for both employment law and tax purposes.

Hypotheses and their correspondence to research design

To consider whether time is rapidly approaching when governments and corporations will require the inclusion of the value of human capital in corporate financial statements three hypotheses are considered.

The first question that arises is whether the value of human capital is significant. Our first task therefore is to evaluate the significance of human capital value in relation to the value of assets currently reported by companies in their financial statements. To do this we set out to determine:

- The significance of the value of human capital in the assets of the Top 50 of the Fortune 500 companies reported by Fortune magazine in June 2012 (Fortune, 2012)

- The value of human assets which are not reported to the shareholders of the Top 50 of the Fortune 500 companies.
The significance in terms of assets of the value of human capital for the Fortune 500 companies.

Our second hypothesis is that the value of human capital is measurable in terms of their productive capacity. To consider this we have examined the size of the 50 largest US companies (from the Fortune 500) and measured the Earnings per Employee and compared this with the earning per share.

**How the study has been conducted:**

*Financial data sources*

The data collected by Fortune (2012) for the magazine’s annual issue featuring an analysis of “The 500 largest US Corporations” provides the base data for the financial statement and employee data for those companies. This study extracted relevant data on seven specific data sets, (Revenues, Profits, Assets, Stockholder’s Equity, Market value, Profits percentage, Total Return to Investors) and used these to provide the base data for a study of the current value of human capital at the top 50 companies based on the latest reported data available at March 29, 2012. This data provide two measures of the 50 largest US companies:

- Total US$ value of Assets, as reported on the companies’ financial statements
- Total US $ Market Value, of quoted shares of the companies as of March 29, 2011.

*Employee Data source:*

Additional data included in a table of the largest US companies included a series of tables of companies “Ranked within States” (pages F41- F 48). This data also provided data on the number of employees at each of the Fortune 500 companies for 2011.

This additional data enabled the financial data of the 50 largest US companies to be directly linked to the financial statements and the companies’ market values.

*Human Capital value data:*

For the purposes of this study, the value of employees was determined using data available from the Bureau of Labor Statistics (BLS, 2012) as follows:

- Usual weekly earnings of full-time wage and salary workers, second quarter 2012 averages (BLS, 2012)
- Average tenure age 55 to 64 (BLS, 2012)
1. US BLS Usual weekly earnings $1,087 (A)
   (Third Quartile – Some college)
   Annualized $56,524 (A x 52 = B)

2. Employee Tenure (55 to 64 years) 2012 10.3 years (C)

3. Base Capital value Top 50 full-time employee $582,197 (B x C)

Exhibit 1: Value of a Top 50 full-time employee

Note: The calculation as shown in Exhibit 1 is an essentially simple and therefore conservative figure. No account has been taken of corporate investments in Health Care or the provision of other productivity focused perquisites. No calculations of projected inflation value have been included. Under the present constructs of “fair-value” and “leasing” these calculations would add to the capital value for International Financial Reporting Standard (IFRS) purposes.

The human capital value determined by the calculation in Exhibit 1 may be seen in the context of the accumulated costs (with no adjustment for projected inflation) for the average student who is brought up in the United States prior to her/is employment.

This cost, to be in line with the human capital value in Exhibit 1, may be made up as follows:

<table>
<thead>
<tr>
<th>Description</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Educations Grades K1 – thru’ K 12</td>
<td>$81,284 (Cato, 2012)</td>
</tr>
<tr>
<td>[12 x $6,857]</td>
<td></td>
</tr>
<tr>
<td>Expenditures on children by families</td>
<td>$234,900 (USDA, 2012)</td>
</tr>
<tr>
<td>National Household Education Statistics</td>
<td></td>
</tr>
<tr>
<td>Weekly out-of-pocket expenses</td>
<td>$98,448 (NHES, 2012)</td>
</tr>
<tr>
<td>[$105.18 x 18 x 52]</td>
<td></td>
</tr>
<tr>
<td>2 years at in State college</td>
<td>$32,306 (Burrell, 2012)</td>
</tr>
<tr>
<td>[2 x 16,153]</td>
<td></td>
</tr>
<tr>
<td>Total cost prior to employment</td>
<td>$446,938</td>
</tr>
<tr>
<td>(No projected inflation costs included)</td>
<td></td>
</tr>
</tbody>
</table>

Exhibit 2: US Pre-working Life Investment

Earnings per Worker

A compilation of the earnings of the Fortune 500 companies has been related to the number of employees in each of those companies. This provides a new measure of the 500 largest companies in the United States. This analysis had been completed. Exhibit 3 provides a list of the 50 largest US companies measured by the value of their human capital and noting the value of employees as a percentage of total assets. This list is extracted from among the Fortune 500 Companies, adjusted to reflect the value of employees as human capital.
International Council of Business Schools and Programs Annual Conference Proceedings,
ISSN 1948-920X, Volume 1, No. 4, November, 2012

Rank

Company

$ millions
Assets
$m
1 WalMart
446,950
2 IBM
106,916
3 McDonald's
27,006
4 Target
69,865
5 Hewlett-Packard
127,245
6 Kroger
90,374
7 United Parcel Services
53,105
8 General Electric
147,616
9 Pepsico
66,504
10 Sears Holdings
41,567
11 Bank of America
115,074
12 Berkshire Hathaway
143,688
13 Citigroup
102,939
14 Wells Fargo
87,597
15 Yum Brands
12,626
16 Home depot
70,395
17 JP Morgan Chase
110,838
18 AT&T
126,723
19 Fedex
39,304
20 Walgreen
72,184
21 General Motors
150,276
22 Lowe's
50,208
23 Aramark
13,245
24 United Technologies
58,180
25 Verizon Communication
110,875
26 Best Buy
50,272
27 Darden Restaurants
7,500
28 Safeway
43,630
29 HCA Holdings
32,506
30 Boeing
68,735
31 Macy's
26,405
32 TJX
23,192
33 Ford Motor
136,264
34 CVS Xaremark
107,750
35 Johnson Controls
40,833
36 JC Penney
17,260
37 Walt Disney
40,893
38 Starwood Hotels
5,624
39 Starbucks
11,700
40 Coca Cola
46,452
41 Supervalu
37,534
42 Cognizant Technology
6,121
43 Emerson electric
24,234
44 Gap
14,549
45 Xerox
22,626
46 Procter & Gamble
82,559
47 Costco Wholesale
88,915
48 Kraft Foods
54,365
49 Comcast
55,842
50 Caterpillar
60,138

$ 3,547,199

Employee
Nos
Nos
2,200,000
433,362
420,000
365,000
349,600
339,000
310,010
301,000
297,000
293,000
281,791
270,858
266,000
264,200
263,290
263,145
260,157
256,420
255,573
211,500
207,000
204,767
203,500
199,900
193,900
180,000
178,500
178,000
174,500
171,700
171,000
168,000
164,000
163,000
162,000
159,000
156,000
154,000
149,000
146,200
142,000
137,700
133,200
132,000
129,650
129,000
128,000
126,000
126,000
125,099

Employee
$ millions
$m
1,280,833
252,302
244,523
212,502
203,536
197,365
180,487
175,241
172,913
170,584
164,058
157,693
154,864
153,816
153,287
153,202
151,463
149,287
148,794
123,135
120,515
119,215
118,477
116,381
112,888
104,795
103,922
103,631
101,593
99,963
99,556
97,809
95,480
94,898
94,316
92,569
90,823
89,658
86,747
85,117
82,672
80,169
77,549
76,850
75,482
75,103
74,521
73,357
73,357
72,832

% Total
Assets
$m
1,727,783
359,218
271,529
282,367
330,781
287,739
233,592
322,857
239,417
212,151
279,132
301,381
257,803
241,413
165,913
223,597
262,301
276,010
188,098
195,319
270,791
169,423
131,722
174,561
223,763
155,067
111,422
147,261
134,099
168,698
125,961
121,001
231,744
202,648
135,149
109,829
131,716
95,282
98,447
131,569
120,206
86,290
101,783
91,399
98,108
157,662
163,436
127,722
129,199
132,970

12,693,522 $ 7,390,130 $ 10,937,329

Employee
% of Assets
%
74.13%
70.24%
90.05%
75.26%
61.53%
68.59%
77.27%
54.28%
72.22%
80.41%
58.77%
52.32%
60.07%
63.71%
92.39%
68.52%
57.74%
54.09%
79.10%
63.04%
44.50%
70.37%
89.94%
66.67%
50.45%
67.58%
93.27%
70.37%
75.76%
59.26%
79.04%
80.83%
41.20%
46.83%
69.79%
84.28%
68.95%
94.10%
88.12%
64.69%
68.78%
92.91%
76.19%
84.08%
76.94%
47.64%
45.60%
57.43%
56.78%
54.77%

67.57%

Exhibit 3: The Cripps 50 - The 50 Largest US Companies by Assets including Human Capital

Cripps – Corporate Responsibility for the Future Classroom | 10


Results

The first question related to the significance of the value of human capital. What then is the significance of the value of human capital in the assets of the Top 50 of the Fortune 500 companies reported by Fortune magazine in June 2012 (Fortune, 2012)?

**Top 50 Companies by Assets from Fortune 500 Largest Companies List**

<table>
<thead>
<tr>
<th>US $</th>
<th>Billions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Assets</td>
<td>19,434.3</td>
</tr>
<tr>
<td>Human Assets</td>
<td>5,434.2</td>
</tr>
<tr>
<td><strong>Adjusted Asset Value</strong></td>
<td>$ 24,868.5</td>
</tr>
</tbody>
</table>

**Compare:**

US National Debt $ 14,800,000,000,000 (GAO, 2012)

- The value of human assets which are not reported to the shareholders of the Fortune 500 companies.

Fortune 500 company employees: 25,000,000 (Fortune, 2012)

Est. value of 500 company employees $ 14,554,925,000,000

**Consider:**

US civilian labor force 155,100,000 (BLO, 2012)

Est. value of US civilian labor force $ 90,298,754,700,000

So our research confirms

- the significance in terms of asset value of human capital when related to the financial assets of the Fortune 500 companies.
- The significance of the value of human capital in the assets of the Top 50 of the Fortune 500 companies reported by Fortune magazine in June 2012 (Fortune, 2012)
- The value of human assets which are not reported to the shareholders of the Top 50 of the Fortune 500 companies.
- The significance in terms of assets of the value of human capital for the Fortune 500 companies.

Our second hypothesis is that the value of human capital is measurable in terms of their productive capacity. To consider this we have examined the size of the 50 largest US companies (from the Fortune 500) and measured the Earnings per Worker. This information is shown in Exhibit 3.
Discussion and Conclusion

Now that the significance of the value of human assets is clearly established the method of calculation will, as in the case of fair-value, be the subject of many models which might take account, for example of:

- Accumulated Training expenses which are not currently capitalized although their cost is significant and their purpose is surely long-term
- Weekly earnings inflation over the future tenure of the employee
- Different levels of educational attainment upon entry to and during employment
- Valuation of the considerable value attached to experience which might be determined from data on the earnings per worker if a company’s employee productivity was measured on the basis of years of tenure.
- The potential for proper account of the future inflation which might be anticipated over the employee tenure period may also be a focus for research. The US “working life” does not appear to be the subject of any current longitudinal study. A 1949 study (Wolfbein) determined that the average male worker at the age of 20 might expect to remain in the labor force for 41.1 years. For US Social Security purposes “normal retirement age” is 65 for those born before 1933 and adjusting to 67 for those born after 1959 (Social Security, 2012). All these statistics are likely to be significantly reviewed and therefore better understood when there is a focus on research into human capital costs.

The present situation in terms of analytical capacity is similar to the situation when computers enabled manufacturing companies to complete full costing of their products. This led to standards and activity based costing and continuous improvement in the efficiency and effective employment of activity data.

The need for further research into the value of human capital was noted in 1993 by Walter Wristin, former Chairman of Citibank, who found that while “balance sheets were full of ‘tangible’ assets” they did not include data for an appropriate understanding of capital formation because “much new capital is intellectual.” The OECD has already noted that the barriers to proper research into the value of human capital are “symptomatic of patterns in the established ‘rules of the game’ by which economic value is determined.”

Patterns in the established ‘rules of the game’ need to change. There is no reason why the resources of modern electronic technology should not be focused on human value, on the working population, on a growing population, a growing intellectual asset. Interesting to note how the ‘rules of the game’ can change and bring significant improvement. Fifa Soccer and American football has so far refused to employ Hawk-Eye. Meanwhile the sports of tennis, cricket, snooker and several other sports have “revolutionised sports broadcasting, officiating and coaching” (Hawk-Eye, 2012).
Remarkably the International Financial Reporting Standards appear happy to generate controversy on leases and the calculation and determination of “fair value” for tangible and intangible assets which are entirely dependent on human to be put to use, and yet they steer clear of getting to grips with the physical and intellectual assets that are the life-blood of modern industry.

Remarkably corporate employers go to great lengths when hiring to try and attract appropriate talent and yet they make no effort to evaluate the value of the human capital they have already attracted. The concentration on production has not however reduced the number of unknowns in the new hire evaluation process. Fascinating to watch the expense on testing the unknown potential a new entry when the corporation has access to such a wealth of knowledge of what is need by examining the human capital that is already on hand.

The extraordinary failure of financial experts to focus on analyzing their human capital needs is perhaps not surprising when the focus on production has proved to be so successful. Indeed the very success of the intellect which has generated productivity is the very strongest evidence that a similar focus on human capital is likely to bring even more business success and prosperity
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Human Capital:

ACBSP Regional Conference, Geneva, 2012

Jeremy Cripps
Human Capital:

ACBSP Regional Conference, Geneva, 2012
Human Capital:

Corporate Responsibility for the Future Classroom

ACBSP Regional Conference, Geneva, 2012
Human Capital:

- The Engines of growth
- Purpose of Paper
- Relevant Scholarship
- Why Now?
- Hypotheses
- Findings and Conclusions

ACBSP Regional Conference, Geneva, 2012
“Of all the earth’s vast resources none is more powerful than the human mind”
Human Capital:

“We manage by theory, prediction, not by figures”

There is no measure of that which improves business performance
There is no corresponding revolution in education, *Bill Gates*

*ACBSP Regional Conference, Geneva, 2012*
Research on the Top 50 companies in the Fortune 500 finds that users of financial statements do NOT get a “true and fair” report from the auditors of the company.
Problem

““All organizations say routinely “people are our greatest asset.” Yet few practice what they preach, let alone truly believe it.”

ACBSP Regional Conference, Geneva, 2012
Human Capital:

Not for the first time:

Putting a value on human capital

ACBSP Regional Conference, Geneva, 2012
The most valuable asset:

“The Knowledge worker”

P. F. Drucker

ACBSP Regional Conference, Geneva, 2012
The most valuable asset:

“The impact and corporate consequences of employee choice”

Relevant Scholarship

The most valuable asset:

“Individual decisions are made”

Ronald Coase

ACBSP Regional Conference, Geneva, 2012
Human Capital:

Time to record the most valuable Corporate Asset

ACBSP Regional Conference, Geneva, 2012
Human Capital in History

"Female labor days"
*Ertenmeyer Collection, third millenium BC*

So what can we learn from the *Xenophon*?

*ACBSP Regional Conference, Geneva, 2012*
Human Capital in History

“Immoral, a fundamental disharmony”

Biddle

“A peculiar Institution”

Calhoun, 1830

“Holds back economic progress”

Raymond

ACBSP Regional Conference, Geneva, 2012
Human Capital:

- Needs an Accounting Standard
- Follow the logic of Lease capitalization

Sir David Tweedie

ACBSP Regional Conference, Geneva, 2012
The Board found the expected cash flow approach to be a more effective measurement tool than the traditional approach in many situations. In developing a measurement, the expected cash flow approach uses all expectations about possible cash flows instead of the single most-likely cash flow.

FASB 7 Concepts Statement
Q. Can Human Capital be measured in terms of Capital Potential?

A Yes in terms of FASB 7 and associated cash flow and in terms of IFRS 13 – fair value.
Q. Can Human Capital be measured in terms of Corporate investment “per employee”?

A. Yes earnings per worker are measurable, comparable and likely of value to investors in the pre-career education curriculum.
Q. Can we determine the rental price for employees?

A. Yes - there is a market price!
Q. Can we measure knowledge worker value in terms of future potential?

A  Yes - the lifetime term and value of life insurance and other actuarial analysis already completed provides a solid foundation.
Findings

Human Capital Methodology

US BLS Usual weekly earnings $ 1,087
Annualized $ 56,524

Average Tenure 10.3 years

Base Capital value $ 582,197

Sure to be better models!

ACBSP Regional Conference, Geneva, 2012
### Findings

#### Human Capital Methodology

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Education</td>
<td>$81,284</td>
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<td>Family expenditure</td>
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</tr>
<tr>
<td>2 years at State College</td>
<td>$32,306</td>
</tr>
</tbody>
</table>

Total cost prior to employment: $446,938

Excludes inflation

*ACBSP Regional Conference, Geneva, 2012*
Human Capital by Employees

Findings

The Cripps 50:

Employees as % of Assets

- Walmart: 74.13%
- IBM: 70.24%
- McDonald’s: 90.05%
- Target: 75.26%
- Hewlett Packard: 61.53%

ACBSP Regional Conference, Geneva, 2012
Findings

Human Capital by Employees

**The Cripps 50:**

<table>
<thead>
<tr>
<th></th>
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*ACBSP Regional Conference, Geneva, 2012*
Findings

Human Capital by Employees

The Cripps 50:

US $ Trillions

US National Debt $ 14,800,000,000,000

Fortune 500 Employee s $ 14,554,925,000,000

US Civilian Labor Force $ 90,298,754,700,000

ACBSP Regional Conference, Geneva, 2012
**Findings**

**Human Capital by Employees**

**The Flight Simulator:**
*Flight the 2\textsuperscript{nd} most safe form of transport*
*Most dangerous part of flight?*

**The drive to the airport**

**The Driving Simulator:**
*33,000 deaths on the US roads each year*

**The plane is on the balance sheet!**
Human Capital: Transparency

Are we giving Quality Education?

“...to open the mind, correct it, to refine it, to establish it to know, and to digest, to rule, to use knowledge, and to give the mind power over its own faculties”

John Cardinal Newman, 1852

ACBSP Regional Conference, Geneva, 2012
Clearly the time has come for corporations to take responsibility for the future classroom and thus ensure the sustainability of jobs and growth in our economies.
Thank You!

ACBSP Regional Conference, Geneva, 2012
Human Capital: Mist

ACBSP Regional Conference, Geneva, 2012
Transnational Higher Education and Sexual Harassment Policies: Kuwait

Marcelline Fusilier, Ph.D.  
College of Business and Economics  
American University of Kuwait  
P.O. Box 3323  
Safat, Kuwait 13034  
Tel: 965-2224-8399 Ext. 3536  
Fax: 965-2572-9638  
e-mail: mfsilier@auk.edu.kw

Marcia Denny, J.D.  
College of Business and Economics  
American University of Kuwait  
P.O. Box 3323  
Safat, Kuwait 13034  
Tel: 965-2224-8399 Ext. 3537  
Fax: 965-2572-9638  
e-mail: mdenny@auk.edu.kw


Biographical Notes:

Marcelline Fusilier holds a Ph.D. in Organizational Behavior from the Krannert Graduate School of Management at Purdue University. She has taught at universities in USA, India, and Kuwait. She is currently on the faculty of the American University of Kuwait. She has published in the Journal of Workplace Rights, Journal of Behavioral Medicine, Academy of Management Journal, and others. Her research interests include workplace protections and wellness, e-business, and organizational change.

Marcia Denny has served as Assistant Professor of Law at the American University of Kuwait since 2009. Prior to that time she was a practicing lawyer in Texas and Kuwait for 13 years. Marcia’s teaching focus is in the areas of business law, ethics, and corporate social responsibility and her interests lie in human rights, international law, and the effect of the Foreign Corrupt Practices Act on foreign investment. Marcia received a Juris Doctorate Degree from the Texas Tech University School of Law and a B.A. from the University of Nebraska in Economics and English.
Transnational Higher Education and Sexual Harassment Policies: Kuwait
A large youth population exists in many parts of Asia and Africa including the Middle East. There is perception that education will lead to economic prosperity. Demand for higher education is growing. Attractive potential profitability for private providers of higher education services is causing overseas institutions to license their names and processes as well as provide consulting services.
Are Western workplace practices also being exported?

- Developed country providers of higher education are expanding services to developing countries.
- Are they also incorporating their workplace protections into these new educational institutions?
- This study explores whether workplace protection of sexual harassment prevention has been implemented by higher education institutions linked to foreign providers in Kuwait.
Does Sexual Harassment exist in the Middle East?

- Evidence suggests the incidence of sexual harassment in organizations in Egypt is approximately double that of the US.
- A recent study also suggests that sexual harassment exists in Turkey.
Costs and climate of sexual harassment

Costs

- Sexual harassment in the workplace damages the victims’ health, including psychological health, and careers.
- In 2011, U.S. sexual harassment cost more than $52 million in monetary benefits.
- The organizations and individuals affected experience lost productivity.

Climate

- Male dominance of jobs
- Perceived risk to victims for complaining
- A permissive social climate for harassment – including a lack and/or non-enforcement of policies and procedures.
Kuwait and transnational higher education

- The trend of transnational higher education exists in the Arabian Gulf countries, including Kuwait.

- Education is a means to provide Arabian Gulf populations with skills to diversify their countries’ economies from dependence on oil production.

- In Kuwait and the nations of the GCC, over half of the population is under the age of 30, with one quarter under 15.

- In all GCC countries, there is a move toward “ization (ex. Kuwaitization) to nationalize the workforce, and reduce the number of expatriate workers.
Kuwait’s Higher Education System

- Kuwait’s public university, Kuwait University, has not kept up with demand since the 1990s.
- To meet student needs, private for-profit, universities were legally authorized.
- Kuwait’s private universities must partner with a reputable foreign university for quality assurance.
- Women students are admitted, and as a result, greater numbers of qualified Kuwaiti women are entering the workforce.
Kuwait’s need for sexual harassment protection

• 43% of Kuwaiti women were in the workforce in 2010, accounting for 25% of the total workforce.

• The need for sexual harassment policies increases as greater numbers of women enter the Kuwaiti workforce. However, men are also potential victims of sexual harassment.
Kuwait’s legal framework

- Kuwait’s Constitution provides for equal treatment for genders, and makes work both a right and duty of every citizen. The Constitution further states that the government of Kuwait must attempt to provide jobs for all citizens on equitable terms.

- There are no specific Kuwaiti laws prohibiting sexual harassment or providing protections against sexual harassment in the workplace.

- Labor laws are interpreted under custom and Shari’a law.
Kuwait has done nothing to address its treaty obligations requiring implementation of sexual harassment workplace protections

- 1979 Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)
- International Labour Organization Discrimination Convention 1958 No. 111
- Vienna Declaration and Programme of Action, World Conference on Human Rights 1993

- The CEDAW governing Committee recommended that Kuwait enact law prohibiting sexual harassment against women.
- Convention 111 was interpreted to include the prohibition of sexual harassment.
- Vienna Declaration identifies the necessity of eliminating sexual harassment and operates as a values commitment for party countries.
Purpose of the study

- Organizational climate is reported to have the largest effect as an antecedent of sexual harassment (Willness et al., 2007). Climate includes the organization’s policies and procedures.

- The present study assessed the availability and characteristics of sexual harassment policies for employees for all accredited private universities in Kuwait and their foreign partner institutions as well as the state university of Kuwait.

- University employee sexual harassment policies in the Kuwait were investigated for:
  - The state university
  - Private for-profits
  - Foreign partner institutions of private for-profits
Model

- University policies were coded for their characteristics according to an adaptation of the model policy recommendations proposed by Reese and Lindenberg (2004):
  - A clear statement of what sexual harassment is and that it will not be tolerated.
  - Training programs for employees and supervisors on sexual harassment
  - Clear procedures for dealing with complaints
  - Procedures for reporting the findings and outcomes of the investigation to both parties.
  - Serious sanctions for inappropriate behaviors.
  - Consideration of supervisor handling of complaints in supervisory evaluation procedures
Method and Sample Size

- College and university employee sexual harassment policies were obtained from school web sites and follow-up telephone calls and emails when necessary.
- The list of accredited higher education institutions on the Kuwait Private Universities Council web site was used for all private, for-profit schools.
- The sexual harassment policies of foreign partner institutions were also accessed through their web sites.
- The sample included 10 Kuwait schools, 8 for-profits, and 12 foreign partner schools.
- Four foreign partners were based in USA, 6 in Australia, and 1 each in the UK and the Netherlands.
- Each policy was coded according to the extent it satisfied the characteristics of an effective model sexual harassment policy under the Reese & Lindenberg criteria.
Figure 1: Number of Schools with an Available Sexual Harassment Policy

![Bar chart showing the number of schools with an available sexual harassment policy for different school types in Kuwait. The chart compares Kuwait for-profit, Foreign Partner, and Kuwait State = 0 categories.]
Figure 1: Percentage by type of School with an Available Sexual Harassment Policy
Figure 3: Average Sum Total Score on Policy Characteristics by School Type

School Type

Kuwait for-profit
Foreign Partner
Discussion

- **Results:**
  - Foreign partners were more likely to have a sexual harassment policy easily available on their websites.
  - Foreign partner policies were more likely to have the characteristics of the model policy than Kuwait universities, both private and public.
  - The absence of a sexual harassment policy or having one which lacks protective characteristics may indicate that these organizations have cultures tolerant of sexual harassment.
Discussion

- Potential explanations for the difference: Foreign partners vs. Kuwait
  - Kuwait is a new, growing economy, and workplace policies have not caught up with economic growth.
  - Foreign partner institutions focus on the exploitation of revenue from educational services but do not transfer labor concerns for workplace protection from sexual harassment.
  - Middle Eastern culture traditionally places responsibility for this behavior on the individuals involved not the organization itself –
    - Paternalistic values tend to contribute to protective attitudes toward women, inhibit problem acknowledgment, and support an attitude of male dominance.
    - Victims may be assumed to have behaved provocatively.
Recommendations

- Most universities in Kuwait need to consider establishing sexual harassment policies and make them publicly available. Those that have them should improve the quality of their policies.

- Foreign Partner schools should also consider the workplace protection policies of the transnational education providers to which they are linked.
  - Not only is that the socially responsible position, but also a failure to consider employee rights in connected institutions in remote locations may result in tarnishing the foreign partner’s reputation globally.
Effectiveness of Time Management as a Class Room Management Technique:
A Descriptive Analysis of Actual Time Use Patterns of Teaching Faculty in
Yanbu Industrial College, Kingdom of Saudi Arabia

Abdulmonem Hamdan Alzalabani, Ph.D.
Head of Industrial Management Technology
Department
Yanbu Industrial College,
Kingdom of Saudi Arabia
P.O. Box 30488,
Yanbu Industrial City, Post Code:41912,
Saudi Arabia.
E-mail: alzalabani@yic.edu.sa
Mobile: +966504695951
Tel. 00966-(0) 43946179
Fax:+96643925764

Reji D. Nair, Ph.D.
Asst. Professor, Department of Industrial
Management Technology,
Yanbu Industrial College, Kingdom of Saudi
Arabia
P.O. Box 30436,
Yanbu Industrial City, Saudi Arabia.
E-mail: rnair@yic.edu.sa
Tel. 00966-(0) 43946114

Abstract: The paper analyses the effectiveness of time management as class room
management technique. The major objective of the paper is to evaluate the efficiency with
which teachers are using different class room management techniques. The study is a
descriptive analysis of actual time use patterns based on a sample survey covering 90
teachers of the Yanbu Industrial College in the Kingdom of Saudi Arabia. Structured
questionnaire was used to collect data and statistical tools such as correlation and chi-
square tests are used to analyze the data. The paper consists of five parts including the
introduction. The relevance, objective and methodology of study are briefed in the
introductory part. Literature related to Time Management for Teachers are discussed in
second part of the paper. The study is based on a Model of Class Room Management
Technique, which is discussed in detail in the third part. Data analyses and discussions are
included in part four and the inferences and conclusions derived out of the study are
summarized in the last part of the paper. The study observed that there is a high awareness
among the teachers in Yanbu Industrial College on the effectiveness of time management
as a classroom management technique and they are using multiple class room
management techniques in diverse weights in this regard.

Keywords: Time Management – Class Room Management Techniques - Yanbu Industrial
College

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INTRODUCTION

Teaching is widely recognized as a noble profession and has got huge responsibility in the society not only in teaching but also in moulding the citizens of tomorrow. Future of a society, or in a wider spectrum that of a country rests in the hands of students, who are presently in schools and colleges. It is the teaching community who teaches the students the moral and social values and moulded to become the future power of a country. This transformation process starts from the schools and passes through colleges and universities. In this process teachers perform the task of framing doctors, engineers, scientists, politicians, civil servants and so on. More than professional development it is the cultural development and transformation that is most important as far as the citizens of future is concerned. The way they are moulded and the strength of their social commitments and responsibilities are determined to a large extent by the educational background and systems. It is at this point that teachers are becoming the model and creators of the country’s future.

Along with these tremendous obligations teaching is hard work also; it will be disillusioning, exhausting, risky and demanding. Studies show that average teachers work for 54 hours per week (Mamchark & Mamchark, 1993). What is unusual about this work is that it will not allow any extended lunches away from work, or special fringe benefits. Society has always given privilege and special status to the teaching community throughout the world. To be honest in their responsibilities and duties teachers have to use their time and resources in the most efficient way.

The paper analyses the effectiveness of time management as a classroom management technique. The major objective of the paper is to evaluate the efficiency with which teachers are using different classroom management techniques as time management instruments for delivering effective learning. The specific objectives of the study include the following.

i. To identify and analyze the major classroom management techniques as time management instruments used in YIC;
ii. To analyze the designation-wise variations in usage of classroom management techniques as time management instruments;
iii. To assess the importance of teaching experience on effective use of classroom management techniques as time management instruments; and
iv. To review the impact of teaching workload on the efficacy of use of important classroom management techniques.

The study is based on a sample survey covering 90 teachers from the Yanbu Industrial College (YIC) in the Kingdom of Saudi Arabia. Simple random sampling was used to collect the data. Around 200 questionnaires are circulated to collect data from among 300 teachers in various departments in YIC including Engineering Departments, General Science Department, Industrial Management Technology Department and English Language Centre; of which only 90 teachers...
cooperated in the study. Structured questionnaire was used to collect data and major statistical tools such as correlation and chi-square tests are used to analyze the data.

The paper consists of five parts including the introduction. The relevance, objective and methodology of study are briefed in the introductory part. Literature related to Time Management for Teachers are discussed in second part of the paper. The study is based on a Model of Classroom Management Technique, which is discussed in detail in the third part. Data analyses and discussions are included in part four and the inferences and conclusions derived out of the study are summarized in the last part of the paper.

TIME MANAGEMENT FOR TEACHERS

Time management refers to a range of skills, tools, and techniques utilized to accomplish specific tasks, projects and goals. It encompasses a wide scope of activities, and these include planning, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing (Sandberg, 2004). In past, time management referred to just business or work activities, but eventually the term broadened to include personal activities. A time management system is a designed combination of processes, tools and techniques; in a broad sense it involves both planning and execution. Money can be earned back, however the time once gone is gone (Morgenstern, 2004). That is what makes time management a really important activity. There is however no agreed and definite way of time management. It depends on the individual, as how they manage their schedule, and prioritize their activities.

Many experts offered a categorization scheme for the hundreds of time management approaches and among them the most important include the classification from first generation to fourth generation (Lakein, 1973). Teaching takes time and in school or college, as elsewhere, there's never enough of it. Like any executive responsible for the efforts of others, teachers will find that managing time — teachers and the students' — is one of the biggest challenges. Time management is the thread running through almost all aspects of teaching — organizing the day, organizing the classroom, deciding how long and how often to teach various subjects, recording student progress, or keeping time-consuming behavior problems to a minimum (O'Brien & Tye, 2002). Effective use of teachers' time begins with efficient classroom organization and management — and vice versa. Much of the essentials of classroom life involve time management in some way: paring down paperwork; planning; establishing routines that eliminate wasted time and confusion; using learning centers, independent assignments, and seatwork by giving time to work in small groups; and creating classroom environments that allow students and activities to move smoothly from one activity to the next.

For effective learning teachers want students to engage in productive learning time. This is the time when students are engaged in meaningful and appropriate work. The more productive learning time we have, the more students will learn. The challenge, of course, is in creating a
classroom that maximizes that time. However, we may have less time to teach than we think. Lunch breaks, down-time between lessons and activities, moving from one classroom to another, interruptions, and other periods of non-instructional time account for at least 50 percent of a teaching day. In many classrooms, that figure climbs beyond 40 percent.

Sandberg (2004) has proposed the following elements of increasing teaching time:

i. Find out which aspects of teaching day time we can control.
ii. Schedule solid blocks of teaching time for each day.
iii. Plan for smooth transitions between lessons and always try to have materials ready for each lesson or activity.
iv. Assign homework to extend practice time, which should allow students to practice skills they have already learned.
v. Consider how and when we schedule breaks for maximum efficiency.
vi. Improve student attendance; attendance has a big effect on teaching and learning time.

The classroom time management model widely used (in the paper too) consists of four levels as shown in Figure: 1. The first level is the ‘Available Time’, which means the time available for all college activities in a day. The ‘instruction time’ is the amount of time allocated for instruction in a content area; ‘engaged time’ is the amount of time the student is actively engaged in learning tasks; and the ‘academic learning time’ is the amount of time successfully engaged in academic tasks.

Figure: 1 A Classroom Time Management Model
Good classroom managers also know how to delegate. Aides, volunteers, and students can handle many classroom tasks and save enormous amounts of time. The number-one time management problem for most teachers is dealing with paperwork. That includes all the reports, tests, attendance forms, graphs, letters, memos, mail, announcements, materials, and requests that consume not only teachers' time but their desk space as well. Many experts estimate that of all the pieces of paper that go into our filing cabinets every year, fully 95 percent of it will never come out again or only come out to go into the trash can (Fiore, 2006)! It's obvious that we're paper packrats. We hate to throw away anything, and we hoard paper, save paper, move paper from one place (on our desks) to another and file, catalogue, and store paper until the proverbial molehill becomes an actual mountain.

Ensuring the flow of class activities is also important for effective teaching; flow refers to the way in which learning activities move smoothly and briskly. There's no stop-and-start rhythm to the class, but rather one activity leads naturally into another activity (Morgenstern, 2004). Transitions are those times during the day when we move from one activity to the next. Because students work at different paces and different levels, some may be able to make the transitions faster than others (Charles, 1967). Thus, transition time often leaves openings for misbehavior and disruptions.

Students achieve when they know exactly what is expected of them. Incomplete assignments are often the result of incomplete directions. As a result, time is wasted. It's equally important that students know we are available at all times. The amount of learning that takes place in a classroom is often related to the distance we maintain with our students (Lakein, 1973). Time is saved when we are readily available. Pull-outs also help in managing time for effective teaching. Pullouts are those students who must leave the classroom and may include students who have appointments with the advisors, lessons with makeup class, or instruction for sporting students (Le Blank, 2008). With so many comings and goings, it's often difficult to keep track of everyone, much less teach a complete lesson to every student.

MODEL OF CLASS ROOM MANAGEMENT TECHNIQUES

The present paper is based on a Classroom Management Model, which is a continuation of most of the elements we reviewed in the previous section. The model highlights the following four major classroom management techniques as time management instruments.

i. Implementation of Lesson Plans: Effectiveness of teaching and thereby deep learning is the result of rational implementation of an efficient Lesson Plans (Collinson & Cook, 2000). Effective implementation of a Lesson Plan is not an accidental event, but is the result of an intended plan, which emanate from the following three elements.
a) Preparation of Lesson Plans: Pre-planned Lesson Plans are the pre-requisite for deep learning, even at the college level, which will consider the learning outcomes, learning content, application of active learning methods and the efficacy of technology.

b) Active Learning Methods: Successful learning will be a dream without the application of pre-designed learning activities in the class. Active involvement of students is a pre-requisite for effective learning (Meyer, 2001).

c) Application of Technology: Modern class rooms without technological applications are unimaginable; technology will help not only in saving time but also in enhancing deep learning.

ii. Learning Time in the Class: As we discussed in the previous section, accumulating the academic learning really does matter in effective teaching. Learning time allotted is an exogenous factor as far as teachers are concerned. Scientific application of various classroom management techniques requires a practically feasible attempt from the teachers.

iii. Students’ involvement and cooperation: The cooperation of learners is to a great extent the result of the attitude of students towards learning and the inspiring behavior of teachers. Adult learners’ characteristics make this more complicated as the teacher – students relationship as well as the internal motivation of the students differ from class to class.

iv. Students Assessment: Both formative as well as summative assessment methods are to be designed properly for assessing the effectiveness of teaching. The Lesson Plan should ensure sufficient space for effective assessment.

These four factors of classroom management techniques as time management instruments are as depicted in the Figure: 2.
DISCUSSION AND ANALYSES

Among the teachers, who took part in the study 62% are lecturers and the remaining 38% contribute Heads of Department, Assistant Professors and Instructors. The details of the sample teachers are as briefed in Figure: 3 and Table: 1. Around 34% of the teachers have more than 20 years of experience in teaching and only 14% have less than 10 years of experience. Teaching work load is an important parameter of efficiency of a teacher in the profession (Forster, 2006). Among the 90 teachers, 63% have more than 15 hours of weekly teaching load.
Among the teachers who took part in the survey, 99% accept time management as an important instrument of effective class room management. For details refer Figure: 4. Around 89% of the teachers prepare lesson plans and strictly follow it in the class. But, 63% of teachers are using active learning methods for time management in the class and 79% of teachers are using technology to manage time and thereby ensuring effective teaching/ learning. Majority of teachers opined in favor of availability of sufficient time for lecture and lab (73%) and for students’ assessment (81%). Around 72% are of the opinion that students cooperation helps in proper management of class time.
Designation-wise analysis of teachers’ classroom management techniques as time management instruments is as given in Table: 2. There are no significant variations in usage of classroom management techniques among the different categories of teachers. Application of active learning methods to manage time did not get much attention from among the Assistant Professors (39%), when compared to instructors (89%). Heads of Department and Assistant Professors are of the opinion that the present lecture and lab hours are insufficient (33% and 54% respectively). Even though, 94% of the instructors are happy with the sufficiency of available time for lecture and lab, only 78% supported for the availability of adequate time for assessment. Application of technology as classroom management technique to time management found a sequential variation from Heads of Department (33%) to Asst. Professors (69%), to Lecturers (86%) and to instructors (78%). Cooperation of students in time management also found such an orderly variation from Heads of Department to instructors. The Chi-square text results for designation-wise classroom management techniques of time management analysis are provided in Appendix Table: 1. It could be seen that there is statistical significance recorded only for sufficiency in time available for lecture and lab, and students’ cooperation in time management.
Table: 2 Relevance of Time Management in Class Management: Designation-wise Opinion

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Designation-wise Teaching Staff (%)</th>
<th>Opinion of YIC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HoDs</td>
<td>Asst. Professors</td>
</tr>
<tr>
<td>1. Accept time management as important for class room management</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2. Prepare Lesson Plans</td>
<td>100</td>
<td>92.3</td>
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<tr>
<td>3. Follow the Lesson Plans strictly</td>
<td>100</td>
<td>92.3</td>
</tr>
<tr>
<td>4. Active learning methods helps in time management</td>
<td>66.7</td>
<td>38.5</td>
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<tr>
<td>5. Sufficient time allotted for Lecture &amp; Lab</td>
<td>33.3</td>
<td>53.8</td>
</tr>
<tr>
<td>6. Sufficient time available for assessment of students</td>
<td>66.7</td>
<td>69.2</td>
</tr>
<tr>
<td>7. Technology is used to help in time management</td>
<td>33</td>
<td>69.2</td>
</tr>
<tr>
<td>8. Students’ cooperation helps in time management</td>
<td>33</td>
<td>38.5</td>
</tr>
</tbody>
</table>

Source: Primary Survey (2012)

Experience-wise opinion of teaching staff is as shown in Table: 3. Regardless of the experience almost all teachers accept time management as an important tool for effective class management and teaching. There is a significant variation between young teachers (less than 10 years experience) and experienced teachers on preparation of lesson plans and its implementation in the class; only 62% of the less experienced teachers are preparing lesson plans, whereas the figure goes to 94% for the experienced ones. Regarding application of active learning methods, around 54% of less experienced teachers are using it in the class, whereas the figure goes to 65% for the experienced teachers. It point towards the need for imparting training in teaching methods for the junior teachers in the college. There are marginal variations among the teachers on the issues such as sufficiency in availability of time for teaching and assessment, application of technology for managing time and cooperation of students in time management for effective learning. The Chi-square test results of experience-wise teaching staff’ opinion is as given in Appendix Table: 2. Statistical significance is recorded only for the lesson plan preparation of teachers.
Table: 3 Relevance of Time Management in Class Management: Experience-wise Opinion of YIC Teaching Staff

<table>
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<th>Criteria</th>
<th>Experience-wise YIC Teaching Staff’s Opinion (%)</th>
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<tr>
<td></td>
<td>Less than 10 years</td>
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<tr>
<td>1. Accept time management as important for class room management</td>
<td>100</td>
</tr>
<tr>
<td>2. Prepare Lesson Plans</td>
<td>61.5</td>
</tr>
<tr>
<td>3. Follow the Lesson Plans strictly</td>
<td>61.5</td>
</tr>
<tr>
<td>4. Active learning methods helps in time management</td>
<td>53.8</td>
</tr>
<tr>
<td></td>
<td>61.5</td>
</tr>
<tr>
<td>5. Sufficient time allotted for Lecture &amp; Lab</td>
<td>61.5</td>
</tr>
<tr>
<td>6. Sufficient time available for assessment of students</td>
<td>76.9</td>
</tr>
<tr>
<td>7. Technology is used to help in time management</td>
<td>61.5</td>
</tr>
<tr>
<td>8. Students’ cooperation helps in time management</td>
<td></td>
</tr>
</tbody>
</table>

Source: Primary Survey (2012)
Table: 4 Relevance of Time Management in Class Management: Weekly Teaching Load-wise

<table>
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<th>Criteria</th>
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<tr>
<td></td>
<td>YIC Teaching Staff’s Opinion (%)</td>
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<tr>
<td>1. Accept time management as important for classroom management</td>
<td>100</td>
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<tr>
<td>2. Prepare Lesson Plans</td>
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</tr>
<tr>
<td>3. Follow the Lesson Plans strictly</td>
<td>100</td>
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<td>4. Active learning methods helps in time management</td>
<td>57.1</td>
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<td>5. Sufficient time allotted for Lecture &amp; Lab</td>
<td>42.9</td>
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<td>6. Sufficient time available for assessment of students</td>
<td>85.7</td>
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<td>7. Technology is used to help in time management</td>
<td>57.1</td>
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<td>8. Students’ cooperation helps in time management</td>
<td>71.4</td>
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Source: Primary Survey (2012)
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</thead>
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<td>1. Prepare Lesson Plans</td>
<td>Pearson R</td>
<td>1</td>
<td>0.669**</td>
<td>0.397**</td>
<td>0.182</td>
<td>0.310**</td>
<td>0.137</td>
<td>0.337**</td>
<td>0.340**</td>
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<tr>
<td></td>
<td>Sig (2 tailed)</td>
<td>-</td>
<td>0.000</td>
<td>0.000</td>
<td>0.085</td>
<td>0.003</td>
<td>0.196</td>
<td>0.001</td>
<td>0.001</td>
</tr>
<tr>
<td>2. Strictly follow Lesson Plan</td>
<td>Pearson R</td>
<td>1</td>
<td>0.437**</td>
<td>0.300**</td>
<td>0.283**</td>
<td>0.088</td>
<td>0.369**</td>
<td>0.274**</td>
<td>0.274**</td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
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<td>0.000</td>
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<td>0.407</td>
<td>0.000</td>
<td>0.000</td>
<td>0.009</td>
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<tr>
<td>3. Sufficient time for lecture &amp; lab</td>
<td>Pearson R</td>
<td>1</td>
<td>0.410**</td>
<td>0.503**</td>
<td>0.450**</td>
<td>0.441**</td>
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<td></td>
<td>Sig (2 tailed)</td>
<td>-</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.000</td>
<td>0.066</td>
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<tr>
<td>4. Applying Active Learning Methods</td>
<td>Pearson R</td>
<td>1</td>
<td>0.326**</td>
<td>0.299**</td>
<td>0.388**</td>
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<td>0.369**</td>
<td>0.240*</td>
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Source: Primary Survey (2012)
The analysis of teachers’ opinion on different classroom management techniques of time management according to teaching load-wise is as illustrated in Table: 4. It could be seen that when teacher’s load (credit load) increases correspondingly there is a negative correlation with the preparation of lesson plans and its implementation in the class. It point towards the need for rationalization of teaching load among the teachers. However, there is marginal positive correlation between work load and application of active learning methods. Teachers having comparatively lesser teaching load (less than 10 hours) opined of insufficiency of time for teaching and lab work. When the teaching load was high, comparatively, higher usage of technology was observed in the analysis. For instance, when the teaching load was less than 10 hours, only 57% of the teachers were using technology; the figure climbed to 85% when the teaching load was in the range of 10-15 credits per week. The Chi-square test results of teaching-load wise opinion of teachers are as shown in Appendix Table: 3. Since the expected frequencies recorded are below 5 for more than 25% of the cases, the statistical significance is rejected.

The correlation between different classroom management techniques of time management are depicted in Table: 5. There is a moderate correlation between lesson plan preparation and factors such as implementation of lesson plan, sufficiency in time for lecture and lab, and students’ cooperation in effective classroom management. Sufficient time for lecture and lab is the only factor which has moderate correlation with almost all other determinants of time management. Application of active learning methods has got moderate correlation with the sufficiency in time for lecture and lab, and students’ cooperation. Sufficiency in time for assessment is moderately correlated with sufficiency in time for lecture and lab, technological application and students’ cooperation. However, none of the factors demonstrated strong correlation with the other classroom management techniques of time management.

CONCLUSION

Teachers as role model to the students and society at large; need to maintain time management not only to complete their classroom tasks on time but also to motivate the students to follow the same in their lives as well in accomplishing duties and responsibilities. The teachers’ failure to manage time will affect course delivery, efficiency of teaching, students’ learning process, assessments and the academics at large in the long run.

The foregone discussion and analyses observed that teachers of Yanbu Industrial College are using multiple classroom management techniques of time management tools. It include preparation of Lesson Plans and its implementation in the class, ensuring sufficiency of time for lecture, lab and students’ assessment, and application of active learning methods and technology by ensuring the cooperation of students. The study observed that there is a high awareness among the teachers in Yanbu Industrial College on the importance of time management in classroom management and they are using multiple classroom management
techniques in diverse weights in this regard. The major findings of the study include the following.

i. Among the teachers who took part in the survey, 99% accept time management as an important instrument of effective classroom management technique.

ii. There are no significant variations in usage of various classroom management techniques of time management among the different categories of teachers.

iii. Application of active learning methods to manage time did not get much attention from among the Assistant Professors (39%), when compared to instructors (89%).

iv. Application of technology to time management found a sequential variation from Heads of Department (33%) to Assistant Professors (69%), to Lecturers (86%) and to Instructors (78%).

v. There is a significant variation between young teachers (less than 10 years experience) and experienced teachers on preparation of lesson plans and its implementation in the class; only 62% of the less experienced teachers are preparing lesson plans, where as the figure goes to 94% for the experienced ones.

vi. Around 54% of less experienced teachers are using active learning methods in the class, whereas the figure goes to 65% for the experienced teachers. These observations point towards the need for imparting training in teaching methods for the junior teachers (less experienced) in the college.

vii. The study found that when teacher’s load (credit load) increases correspondingly there is a negative correlation with the preparation of lesson plans and its implementation in the class. It point towards the need for rationalization of teaching load among the teachers.

viii. When the teaching load was high, comparatively, higher usage of technology was observed in the analysis. For instance, when the teaching load was less than 10 hours, only 57% of the teachers were using technology; the figure gone to 85% when the teaching load was in the range of 10-15 credits per week.

ix. Sufficient time for lecture and lab is the only factor which has got moderate correlation with almost all other factors of time management.

x. Application of active learning methods got moderate correlation with the sufficiency in time for lecture and lab, and students’ cooperation.

The personal time management is the foundation for building an individual’s success. With good time management skills we are in control of our time and life, of our stress and energy levels. We make progress at work and are able to maintain balance between work, personal, and family lives. Remember, time can be our ally or our enemy. It’s all in how we look at it. Teach our students how to use it wisely. We will be more in control of our classroom—and our life.

NOTES

1. First generation include reminders (based on clocks and watches, but with computer implementation possible) that can be used to alert of the time when a task is to be done;
second generation means planning and preparation (based on calendar and appointment books) including setting goals; and third generation consists of planning, prioritizing, controlling activities on a daily basis. This approach implies spending some time in clarifying values and priorities. Fourth generation is intended to be efficient and proactive (using any tools above) by setting goals and roles as the controlling element of the system and favors importance over urgency.

2. In some institutions, teachers discover they can change the scheduling of class periods, pull-out programs, extra-curricular activities, planning time, and outside interruptions.

3. Learn to use these valuable helpers. They can make instructional games and resources, keep bulletin boards current, monitor seatwork and learning centers, read stories to the class, and assist in testing. They can also help with clerical and housekeeping duties (those the students can’t do for themselves). And their assistance with field trips, special programs, and class parties is invaluable. Volunteers are another valuable asset; generally they can do anything that the aides do — with our supervision and guidance. Volunteer programs not only give teachers much-deserved help, they can also improve home-class relations.
REFERENCES


Collinson, V. & Cook, T. F. 2000. "I don't have enough time": Teacher's interpretations of time as a key to learning and school change. Michigan; U.S.


### Appendix Table: 1 Chi-square Test Results: Designation-wise

<table>
<thead>
<tr>
<th>Class room management components</th>
<th>Chi-square test</th>
<th>Values</th>
<th>df</th>
<th>Asymp. Sig. (2 sided)</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>1. Lesson plan preparation for sessions</td>
<td>i. Pearson Chi-square</td>
<td>2.886a</td>
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<td>0.823</td>
<td>*75% have expected count less than 5. The minimum expected count is 13</td>
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<td></td>
<td>iii. Linear by linear association</td>
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<td>0.958</td>
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<td></td>
<td>iv. N of valid cases</td>
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<tr>
<td>2. Strictly following the lesson plans</td>
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<td>*75% have expected count less than 5. The minimum expected count is 0.07</td>
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<tr>
<td>3. Sufficiency of time allotted for teaching &amp; lab</td>
<td>i. Pearson Chi-square</td>
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<td>0.016</td>
<td>*58% have expected count less than 5. The minimum expected count is 0.40</td>
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<td>iii. Linear by linear association</td>
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<td>4. Application of active learning methods in time management</td>
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<td>5. Sufficiency in time for students' assessment</td>
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<td>6. Technological assistance in time management</td>
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<tr>
<td>7. Students' cooperation in time management</td>
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<td>8. Importance of time management in class room management</td>
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Source: Primary Survey (2012)
# Appendix Table: 2 Chi-square Test Results: Teaching Experience-wise

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<th>Class room management components</th>
<th>Chi-square test</th>
<th>Values</th>
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<th>Asymp. Sig. (2 sided)</th>
<th>Remarks</th>
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<td>1. Lesson plan preparation for sessions</td>
<td>i. Pearson Chi-square</td>
<td>11.590&lt;sup&gt;a&lt;/sup&gt;</td>
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<td>&quot;67% have expected count less than 5. The minimum expected count is 0.58</td>
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<td>4. Application of active learning methods in time management</td>
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<td>5. Sufficiency in time for students’ assessment</td>
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<tr>
<td>6. Technological assistance in time management</td>
<td>i. Pearson Chi-square</td>
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<td>&quot;56% have expected count less than 5. The minimum expected count is 0.72</td>
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<td>7. Students’ cooperation in time management</td>
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<td>8. Importance of time management in class room management</td>
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Source: Primary Survey (2012)
Appendix Table: 3 Chi-square Test Results: Weekly Teaching Load-wise

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<th>Remarks</th>
</tr>
</thead>
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<td>3.983&lt;sup&gt;a&lt;/sup&gt; 5.630 0.998 90</td>
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<td>0.408 0.229 0.318</td>
<td>67% have expected count less than 5. The minimum expected count is 0.31</td>
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<td>0.798 0.621 0.241</td>
<td>67% have expected count less than 5. The minimum expected count is 0.16</td>
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<td>3. Sufficiency of time allotted for teaching &amp; lab</td>
<td>i. Pearson Chi-square ii. Likelihood ratio iii. Linear by linear association iv. N of valid cases</td>
<td>3.970&lt;sup&gt;a&lt;/sup&gt; 3.544 2.262 90</td>
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<td>0.410 0.471 0.133</td>
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</tr>
<tr>
<td>4. Application of active learning methods in time management</td>
<td>i. Pearson Chi-square ii. Likelihood ratio iii. Linear by linear association iv. N of valid cases</td>
<td>4.073&lt;sup&gt;a&lt;/sup&gt; 3.861 1.261 90</td>
<td>4 4 1</td>
<td>0.396 0.425 0.261</td>
<td>44% have expected count less than 5. The minimum expected count is 0.70</td>
</tr>
<tr>
<td>5. Sufficiency in time for students' assessment</td>
<td>i. Pearson Chi-square ii. Likelihood ratio iii. Linear by linear association iv. N of valid cases</td>
<td>6.147&lt;sup&gt;a&lt;/sup&gt; 7.255 0.019 90</td>
<td>4 4 1</td>
<td>0.188 0.123 0.892</td>
<td>56% have expected count less than 5. The minimum expected count is 0.47</td>
</tr>
<tr>
<td>6. Technological assistance in time management</td>
<td>i. Pearson Chi-square ii. Likelihood ratio iii. Linear by linear association iv. N of valid cases</td>
<td>2.668&lt;sup&gt;a&lt;/sup&gt; 2.307 0.462 90</td>
<td>4 4 1</td>
<td>0.615 0.679 0.497</td>
<td>56% have expected count less than 5. The minimum expected count is 0.39</td>
</tr>
<tr>
<td>7. Students' cooperation in time management</td>
<td>i. Pearson Chi-square ii. Likelihood ratio iii. Linear by linear association iv. N of valid cases</td>
<td>1.885&lt;sup&gt;a&lt;/sup&gt; 1.792 0.750 90</td>
<td>4 4 1</td>
<td>0.757 0.774 0.387</td>
<td>44% have expected count less than 5. The minimum expected count is 0.86</td>
</tr>
<tr>
<td>8. Importance of time management in class room management</td>
<td>i. Pearson Chi-square ii. Likelihood ratio iii. Linear by linear association iv. N of valid cases</td>
<td>0.585&lt;sup&gt;a&lt;/sup&gt; 0.920 0.491 90</td>
<td>2 2 1</td>
<td>0.746 0.631 0.484</td>
<td>50% have expected count less than 5. The minimum expected count is 0.08</td>
</tr>
</tbody>
</table>

Source: Primary Survey (2012)
EFFECTIVENESS OF TIME MANAGEMENT AS A CLASSROOM MANAGEMENT TECHNIQUE: A DESCRIPTIVE ANALYSIS OF ACTUAL TIME USE PATTERNS OF TEACHING FACULTY IN YANBU INDUSTRIAL COLLEGE, KINGDOM OF SAUDI ARABIA

Dr. Abdulmonem Alzalabani & Dr. Reji D. Nair

Industrial Management Technology Department Yanbu Industrial College

Kingdom of Saudi Arabia
Organization of the Paper

1. Introduction (Relevance, objectives and methodology)
2. Time Management for Teachers
3. Model of Classroom Management
4. Data analyses and discussions
5. Conclusion
1. Objectives of the Paper

The major objective of the paper is to evaluate the efficiency with which teachers are using different classroom management techniques as time management instruments.

The specific objectives of the study include:
1. To identify and analyze the major classroom management techniques as time management instruments used in YIC;
2. To analyze the designation-wise variations in usage of classroom management techniques as time management instruments;
3. To assess the importance of teaching experience on effective use of classroom management techniques as time management instruments; and
4. To review the impact of teaching workload on the efficacy of use of important classroom management techniques.
Methodology

• The study is based on a sample survey covering 90 teachers from the Yanbu Industrial College (YIC) in the Kingdom of Saudi Arabia.
• Simple random sampling was used to collect the data.
• Structured questionnaire was used to collect data.
• Major statistical tools such as correlation and chi-square tests are used to analyze the data.
2. Time Management for Teachers

1. Available Time
2. Instructional Time
3. Students Engaged Time
4. Academic Learning Time
3. Model of Class Room Management

Lesson Plan  Implementing Lesson Plans in the Class  Technology

Active Learning Methods

Students’ involvement & Cooperation  Effective Learning

Learning Time  Students’ Assessment
4. Discussion & Analyses

Designation-wise Classification of Teachers (Sample)

- Lecturers: 62%
- Instructors: 20%
- Asst. Professors: 15%
- HODs: 3%
## Discussion & Analyses (Continues)

### Classification of Teachers

<table>
<thead>
<tr>
<th>Experience (Years)</th>
<th>Numbers</th>
<th>Experience (Years)</th>
<th>Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Teaching Load-wise classification</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hours/ week</td>
<td>Numbers</td>
</tr>
<tr>
<td>Less than 10 years</td>
<td>13 (14.4%)</td>
<td>Less than 10 hours</td>
<td>7 (7.8%)</td>
</tr>
<tr>
<td>11 to 20 years</td>
<td>46 (51.2%)</td>
<td>10 to 15 hours</td>
<td>26 (28.9%)</td>
</tr>
<tr>
<td>More than 20 years</td>
<td>31 (34.4%)</td>
<td>More than 15 hours</td>
<td>57 (63.3%)</td>
</tr>
<tr>
<td>Total</td>
<td>90 (100%)</td>
<td>Total</td>
<td>90 (100%)</td>
</tr>
</tbody>
</table>
Accept time management
Prepare Lesson Plans
Follow Lesson Plans
Applying Active Learning Methods
Sufficient time for assessment
Grading
Using technology
Students' cooperation

Relevance of Classroom Management Techniques as Time Management Instruments

ACBSP Region 8 Conference (Geneva, Switzerland)
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Designation-wise Opinion of YIC Teaching Staff (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Accept time management as important for classroom management</td>
<td>HoDs 100</td>
</tr>
<tr>
<td></td>
<td>Asst. Professors 100</td>
</tr>
<tr>
<td></td>
<td>Lecturers 98.2</td>
</tr>
<tr>
<td></td>
<td>Instructors 100</td>
</tr>
<tr>
<td>2. Prepare Lesson Plans</td>
<td>HoDs 100</td>
</tr>
<tr>
<td></td>
<td>Asst. Professors 92.3</td>
</tr>
<tr>
<td></td>
<td>Lecturers 85.7</td>
</tr>
<tr>
<td></td>
<td>Instructors 94.4</td>
</tr>
<tr>
<td>3. Follow the Lesson Plans strictly</td>
<td>HoDs 100</td>
</tr>
<tr>
<td></td>
<td>Asst. Professors 92.3</td>
</tr>
<tr>
<td></td>
<td>Lecturers 85.7</td>
</tr>
<tr>
<td></td>
<td>Instructors 94.4</td>
</tr>
<tr>
<td>4. Active learning methods helps in time management</td>
<td>HoDs 66.7</td>
</tr>
<tr>
<td></td>
<td>Asst. Professors 38.5</td>
</tr>
<tr>
<td></td>
<td>Lecturers 60.7</td>
</tr>
<tr>
<td></td>
<td>Instructors 88.9</td>
</tr>
<tr>
<td>5. Sufficient time allotted for Lecture &amp; Lab</td>
<td>HoDs 33.3</td>
</tr>
<tr>
<td></td>
<td>Asst. Professors 53.8</td>
</tr>
<tr>
<td></td>
<td>Lecturers 73.2</td>
</tr>
<tr>
<td></td>
<td>Instructors 94.4</td>
</tr>
<tr>
<td>6. Sufficient time available for assessment of students</td>
<td>HoDs 66.7</td>
</tr>
<tr>
<td></td>
<td>Asst. Professors 69.2</td>
</tr>
<tr>
<td></td>
<td>Lecturers 85.7</td>
</tr>
<tr>
<td></td>
<td>Instructors 77.8</td>
</tr>
<tr>
<td>7. Technology is used to help in time management</td>
<td>HoDs 33</td>
</tr>
<tr>
<td></td>
<td>Asst. Professors 69.2</td>
</tr>
<tr>
<td></td>
<td>Lecturers 78.6</td>
</tr>
<tr>
<td></td>
<td>Instructors 94.4</td>
</tr>
<tr>
<td>8. Students’ cooperation helps in time management</td>
<td>HoDs 33</td>
</tr>
<tr>
<td></td>
<td>Asst. Professors 38.5</td>
</tr>
<tr>
<td></td>
<td>Lecturers 76.8</td>
</tr>
<tr>
<td></td>
<td>Instructors 88.9</td>
</tr>
</tbody>
</table>

Designation-wise Opinion of Teachers

ACBSP Region 8 Conference (Geneva, Switzerland)
### Experience-wise Opinion of Teachers

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Experience-wise YIC Teaching Staff’s Opinion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 10 years</td>
</tr>
<tr>
<td>1. Accept time management as important for classroom management</td>
<td>100</td>
</tr>
<tr>
<td>2. Prepare Lesson Plans</td>
<td>61.5</td>
</tr>
<tr>
<td>3. Follow the Lesson Plans strictly</td>
<td>61.5</td>
</tr>
<tr>
<td>4. Active learning methods helps in time management</td>
<td>53.8</td>
</tr>
<tr>
<td>5. Sufficient time allotted for Lecture &amp; Lab</td>
<td>61.5</td>
</tr>
<tr>
<td>6. Sufficient time available for assessment of students</td>
<td>61.5</td>
</tr>
<tr>
<td>7. Technology is used to help in time management</td>
<td>76.9</td>
</tr>
<tr>
<td>8. Students’ cooperation helps in time management</td>
<td>61.5</td>
</tr>
</tbody>
</table>
**Teaching Load-wise Opinion of Teachers**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weekly Teaching Load-wise YIC Teaching Staff’s Opinion (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Less than 10 Hours</td>
</tr>
<tr>
<td>1. Accept time management as important for classroom management</td>
<td>100</td>
</tr>
<tr>
<td>2. Prepare Lesson Plans</td>
<td>100</td>
</tr>
<tr>
<td>3. Follow the Lesson Plans strictly</td>
<td>100</td>
</tr>
<tr>
<td>4. Active learning methods helps in time management</td>
<td>57.1</td>
</tr>
<tr>
<td>5. Sufficient time allotted for Lecture &amp; Lab</td>
<td>42.9</td>
</tr>
<tr>
<td>6. Sufficient time available for assessment of students</td>
<td>85.7</td>
</tr>
<tr>
<td>7. Technology is used to help in time management</td>
<td>57.1</td>
</tr>
<tr>
<td>8. Students’ cooperation helps in time management</td>
<td>71.4</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>1. Prepare Lesson Plans</td>
<td>Pearson R</td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
</tr>
<tr>
<td>2. Strictly follow Lesson Plan</td>
<td>Pearson R</td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
</tr>
<tr>
<td>3. Sufficient time for lecture &amp; lab</td>
<td>Pearson R</td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
</tr>
<tr>
<td>4. Applying Active Learning Methods</td>
<td>Pearson R</td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
</tr>
<tr>
<td>5. Sufficiency in time for assessment</td>
<td>Pearson R</td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
</tr>
<tr>
<td>6. Technological application</td>
<td>Pearson R</td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
</tr>
<tr>
<td>7. Student cooperation</td>
<td>Pearson R</td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
</tr>
<tr>
<td>8. Importance of time management</td>
<td>Pearson R</td>
</tr>
<tr>
<td></td>
<td>Sig (2 tailed)</td>
</tr>
</tbody>
</table>
5. Conclusion

- Among the teachers 99% accept time management as an important instrument of effective classroom management technique.
- There are no significant variations in usage of various classroom management techniques of time management among the different categories of teachers.
- Application of active learning methods to manage time did not get much attention from among the Assistant Professors (39%), when compared to instructors (89%).
- Application of technology to time management found a sequential variation from Heads of Department (33%) to Assistant Professors (69%), to Lecturers (86%) and to Instructors (78%).
- There is a significant variation between young teachers (less than 10 years experience) and experienced teachers on preparation of lesson plans and its implementation in the class; only 62% of the less experienced teachers are preparing lesson plans, whereas the figure goes to 94% for the experienced ones.
Conclusion (Continues)

- Around 54% of less experienced teachers are using active learning methods in the class, whereas the figure goes to 65% for the experienced teachers. These observations point towards the need for imparting training in teaching methods for the junior teachers (less experienced) in the college.

- The study found that when teacher’s load (credit load) increases correspondingly there is a negative correlation with the preparation of lesson plans and its implementation in the class. It point towards the need for rationalization of teaching load among the teachers.

- When the teaching load was high, comparatively, higher usage of technology was observed in the analysis. For instance, when the teaching load was less than 10 hours, only 57% of the teachers were using technology; the figure gone to 85% when the teaching load was in the range of 10-15 credits per week.
Conclusion (Continues)

- Sufficient time for lecture and lab is the only factor which has got moderate correlation with almost all other factors of time management.
- Application of active learning methods got moderate correlation with the sufficiency in time for lecture and lab, and students’ cooperation.

The foregone discussion and analyses observed that teachers of Yanbu Industrial College are using multiple classroom management techniques.

The study observed that there is a high awareness among the teachers the importance of time management in classroom management.
Have a nice time ............