



# **ISM** SUMMER 2020

## **IN THIS EDITION:**

### **WHAT HISTORY TELLS US ABOUT PANDEMICS**

César Baena, PhD, Dean and Director of Doctoral Research

### **JOINING THE ACBSP BOARD OF DIRECTORS**

Matthew Andrews, PhD, Director of Academic Affairs

### **ISM SUMMER READING LIST**

### **PLUS...**

### **TEACHING THROUGH COVID-19: LESSONS LEARNED ONLINE**

Maria Kuts, IEMBA, Partner Programs Manager



## LEADING THROUGH CHALLENGING TIMES

### Alison Knight, MSW, Executive Director

Dear ISM community,

**It is an honor to address you for the first time as ISM’s new Executive Director, a role I’ve officially held since February 2020. Coming into this new position during such a disruptive year has been an exciting challenge, to say the least! In these times, I am grateful for the community that I am serving and proud to be one of your leaders.**

I celebrate my promotion as a victory for diversity and inclusion (DI) efforts within the ISM community. I also recognize that, typically, white women like myself are the most likely to gain from DI efforts, leaving other groups behind. I am keenly aware of this and am committed to the work of ISM’s DI committee and working group in critically reviewing and improving ISM’s admissions standards, hiring policies, curriculum, and so on, so that we are inclusive of everyone in our diverse community. As an institution that values diversity, we must continue to do better, and we must continue to educate ourselves. It’s particularly crucial that we put this commitment to the forefront in light of what is going on in the USA (and the world) as a response to George Floyd’s tragic murder. If you’d like to get involved with these efforts or if you have feedback of any kind, I welcome you to contact me at [alison.knight@ism.edu](mailto:alison.knight@ism.edu).

The COVID-19 pandemic has wreaked havoc on schools and businesses across the world, and ISM is no exception. Luckily for us, we were well-positioned to adapt quickly. Long before COVID-19, we were one of the first educational institutions to implement Zoom as our system for facilitating both e-learning courses and virtual meetings. Thanks to Matthew Andrew’s leadership, we have been using this tool since 2016. We have designed most of our e-learning courses around it in order to have live lectures and synchronous discussions which can be recorded and watched later by students unable to attend.

Moreover, our policy for oral defenses for doctoral dissertations has always allowed them to take place remotely. These are integral systems and processes in how we operate, and they will continue to be in the future.

On the same note, many of you are probably wondering what is next at ISM and when in-person courses will resume. Our challenge is to find the sweet spot where we can satisfy our desire to hold in-person courses ASAP, follow the governmental recommendations, and ensure we give our students enough time to register and safely make travel plans. As such, our hope is that we can open Paris courses in 2021 and continue with a regular schedule, including the NY program in Summer 2021. As for graduation, it’s likely to be postponed to Fall 2021. Of course, all of this is dependent on how things develop with COVID-19 and what the government recommends for schools and small group gatherings. We are hopeful that we will be able to safely proceed as described and are committed to keeping you updated on any developments. We look forward to starting in-person courses again as soon as possible, but, in the meantime, there are plenty of options for students to continue their studies uninterrupted. A good way to stay in the know is to read our regular mailings or follow ISM on social media. If you don’t get mailings from us and would like to, please send a request to [info@ism.edu](mailto:info@ism.edu).

Wishing you all the best for the rest of 2020,

**Alison Knight, MSW, Executive Director**

## CONTENTS

### LEADING THROUGH CHALLENGING TIMES

Alison Knight, MSW, Executive Director ..... 1

### WHAT HISTORY TELLS US ABOUT PANDEMICS

César Baena, PhD, Dean and Director of Doctoral Research ..... 3

### JOINING THE ACBSP BOARD OF DIRECTORS

Matthew Andrews, PhD, Director of Academic Affairs .. 5

### SELF-PACED STUDY TIPS

Stephanie Naudin, IMBA, Student Services Coordinator ..... 7

### TEACHING THROUGH COVID-19: LESSONS LEARNED ONLINE

Maria Kuts, IEMBA, Partner Programs Manager ..... 9

### MANAGING THE INNOVATION PROCESS

Daphne Halkias, PhD, Core Faculty ..... 11

### REFLECTIONS: THE QUEST FOR OPTIMAL PEOPLE DIVERSITY

Tobias de Coning, PhD, Core Faculty ..... 13

### ISM SUMMER READING LIST..... 15

### PERSPECTIVES SECOND EDITION AVAILABLE NOW ..... 17

### BLACK LIVES MATTER

Alison Knight, MSW, Executive Director ..... 18

### LOOKING FORWARD: FALL 2020 ..... 19

### HIGHLIGHTS AND ACHIEVEMENTS ..... 20



## WHAT HISTORY TELLS US ABOUT PANDEMICS

### César Baena, PhD, Dean and Director of Doctoral Research

Pandemics have always been a constant occurrence in human history. The list of plagues that have decimated large swathes of the population in various places throughout history is long. Three examples: the Black Death of 1346-1353 killed between 25 and 200 million people, being the deadliest pandemic ever recorded; the Naples plague of 1656 decimated half of the estimated 450,000 inhabitants of the city; and the London plague of 1665 wiped out 100,000 people in over a year.

In his transcendental work, *History of The Peloponnesian War*, the Greek historian Thucydides wrote a poignant first-hand account of the plague that struck Athens between 430 and 426 BC. The epidemic wiped out between 75,000 and 100,000 people. Unlike earlier writers who attributed to the Gods and the Oracle the events that befell humans, Thucydides interpreted world events from a cause-effect perspective. Having contracted the disease and survived, Thucydides enumerated in painstaking detail the horrific symptoms of the disease, identified its likely origins in northern Africa, narrated how the plague spread across the Athenian peninsula, and described the efforts of doctors to deal with it and how many of them died as a result.

Equally significant was Thucydides' account of the consequences the epidemic had on Athenian society, economy, and politics. As if having survived the epidemic empowered them to live to the fullest, people began challenging society and defying the law; they lost fear of the

Gods, and self-indulgence became more important than honor. The morale of the troops was low; several soldiers refused to go to war. As a result, Athens lost the war against Sparta, signaling its decline as a superpower in the ancient world.

In the ancient world, the Middle Ages, the Renaissance, and the early modern world, epidemics spread following commercial routes. During the recent COVID-19 pandemic, globalization and an interconnected world eased global contagion. Although a handful of countries reacted swiftly and resourcefully against COVID-19, most were caught by surprise. Considering it an immoral zero-sum trade-off, government decision makers struggled to address the conundrum of saving lives while keeping the economy running. Costly policy mistakes were made. Lockdowns were imposed on healthy and infected people alike. Supply of much-needed medical equipment was erratic. True, lives were saved, but key sectors of the economy were destroyed. Recovery efforts will haunt us for years to come.

One thing is certain: pandemics are part of human history and are bound to resurface, in different places with different symptoms, every number of years. Hopefully, this time we will learn from the recent COVID-19 crisis and be better equipped to face the next one to come.



## JOINING THE ACBSP BOARD OF DIRECTORS



### Matthew Andrews, PhD, Director of Academic Affairs

At the ACBSP Region 8 Conference in Prague last fall, I was approached by both Jeffrey Alderman, the President/CEO, and Kim Wong, the current Chair of the Board of Directors, about my nomination to the board. Although I already had a long history with the ACBSP, I had mainly been involved in our region (Europe, the Middle East, Africa, and parts of Asia), so I was pleasantly surprised by the encouragement from Jeffrey and Kim to commit to a higher level of involvement.

In 2018, I was Chair of Region 8, and I oversaw the organization of the regional conference that ISM hosted at the Maison d'Amérique Latine in Paris. It was a great privilege and a lot of responsibility. In fact, many ISM stakeholders attended the conference, and several made paper presentations and/or presented business plans during the business pitch event. One of our PhD candidates, Maria Presentin, went on to win the Best of Regions Award for her paper presentation at the

national conference last June. Organizing the Region 8 conference in Paris already felt like the culmination of many years of participating on various committees, overseeing accreditation reports, and attending regional conferences in Dubai, Athens, Brussels, Barcelona, and Marrakech to name a few. Joining the Board of Directors means the start of a new chapter in my long history with this organization.

As a member-based accrediting body, the Board of Directors represents the entire ACBSP membership, which includes 1,200 campuses in 60 countries throughout the world. The board oversees the organization's strategy and its executive leadership. My three-year term started this June in the middle of one of the most disruptive periods in the history of modern higher education. Clearly, I won't be taking this role lightly and look forward to working with my fellow board members and the executive leadership of the ACBSP as we navigate our way through these exciting and turbulent times.

## BECOME AN ADMISSIONS AMBASSADOR

Part of ISM's recruitment process introduces applicants to a current student or alumnus who can provide them with a real-life perspective. This personal connection adds value to the applicant's experience and gives them insight into life at ISM.

As an Admissions Ambassador, you'll receive periodic emails from applicants seeking an on-the-ground view of the program, student life and more. By answering applicant questions and providing an authentic representation of the ISM experience, Admissions Ambassadors play a crucial role in recruitment. Your perspective could make all the difference in a prospective student's decision to study with us.

### INTERESTED IN GETTING INVOLVED?

Email Alison Knight at [alison.knight@ism.edu](mailto:alison.knight@ism.edu) to learn more.


## TAG, POST, LIKE, SHARE


Share your memories with the ISM community around the world. If you take pictures (inside or outside the classroom), send them with a quote, caption, or tagline to the Digital Marketing Manager ([karla.watson@ism.edu](mailto:karla.watson@ism.edu)), and we'll post them on our social media.

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

 [facebook.com/intschoolofmgmt](https://facebook.com/intschoolofmgmt)

 [linkedin.com/school/ismfrance](https://linkedin.com/school/ismfrance)

 [@ismedu](https://twitter.com/ismedu)

 [@ismparis](https://instagram.com/ismparis)





## SELF-PACED STUDY TIPS

### Stephanie Naudin, IMBA, Student Services Coordinator

I recently completed my IMBA degree at ISM. During the last year of my enrollment, I had a lot of coursework to finish and an entire final project to draft. I found that creating a spreadsheet with deadlines really helped me stay on track. Nowadays, many people have found themselves with extra time and are hoping to make the most of it by validating some degree credits. I am going to share with you some study tips as both an ISM staff member and a former student.

For long-term planning, the Academic Department gives you a preview of courses for the whole year. On the MyISM homepage, we have posted the current 2020 e-learning schedule in order for you to plan your year ahead. As a reminder, 1.5-credit courses take 6 weeks to complete, and 3-credit courses take 3 months. Plan to respect those deadlines, and give yourself a week or two of wiggle room. If you finish early, take a well-deserved study break, and do something fun with your family or friends. If you find yourself at the course deadline and still have an assignment due, you'll have that extra time to request an extension. Do not leave all assignments for that last week! Not only will it bring in added stress, but you won't have the time to really digest course content and make headway in your research for potential breakthrough thinking. I know it's easier said than done and some of us don't have the luxury of time, but remember that your course assignments can help lead you to great sources and ideas for your doctoral dissertation or master's final project.

Once you know when you'll be taking what, you should plan your monthly calendar with research, reading, and writing time. This will largely depend on your personal preference, schedule, and best study habits. I've heard some students wake up before their families to spend a couple of hours a day on studying, some stay later in the office, and others carve out time on the weekends. Whatever you decide, put it in the calendar, and make sure your family is on board too! You can't do this without their support. As you progress in your program, you'll know exactly how many hours you'll need on average to complete a 4,000-word paper including research and writing. I usually preferred to do my research first to collect supporting arguments and figure out

which direction my paper was going to take; then, I'd draft a detailed outline and the paper thereafter. Everyone is different. If you run into any deadends in your research, don't forget to reach out to our librarian, Judy Knight, for help.

Just like working from home, studying from home requires careful setup. Make sure to have a dedicated space to work. Some people would argue you need a quiet space, but quiet is a rare commodity. It also doesn't necessarily have to be separate either. In my one-bedroom apartment in Paris, my workspace is my kitchen/living room table. I make sure to clear it out of distractions before I get started, and, when I'm done, I put away my laptop to mark a clear end of the workday. Don't forget to hydrate and take breaks. Also, try to put your phone on silent facedown or in another room if you can; it's the biggest distraction, even by just being next to you.

If you're struggling in an online course, don't forget to reach out to the professor; that's what they're here for. Even if you've just had a web lecture. It is much better to have a short email or Skype exchange to address your confusion than to stew and struggle on your own; the clock is ticking after all. Another thing you can do is start a thread on the course forum to see if anyone else is struggling with the same assignment. You could compare notes with your classmates. Making connections is what graduate school is all about. I know it's harder now that we're all online, but we also live in a time where we can e-see people who live on a different continent whenever we want. Take advantage of that to reach out to people in your classes on the forum, on LinkedIn, or via email to get support and cheer each other on (check the MyISM Directory or the course participant list). It really does take a village.

Lastly, don't forget that you can always contact ISM. Studying online can feel quite isolating. I can put you in contact with a fellow student or an alumni mentor, so you have someone to hear you out, to share your experience with, and to give you advice. We all want you to succeed, and we're here to help.







## TEACHING THROUGH COVID-19: LESSONS LEARNED ONLINE

### Maria Kuts, IEMBA, Partner Programs Manager

The academic year 2019-2020 did not happen the way anyone would have expected. The students' dreams about new destinations, environments, and experiences were canceled in the blink of an eye as the COVID-19 pandemic became our new reality.

We all had to adjust – schools, professors, instructors, and students. Every single element of the education process had to be revisited and thought through from a completely different perspective. The main question often enough was: How can students continue to learn and complete the academic year? In some cases, it was even more intense: how can students even graduate and obtain their diplomas?

The stay-at-home order for instructors turned into a teach-from-home experience, and most had to adjust to the online school world in just a few days. Obviously, e-learning was not an out-of-the-blue teaching method as it has been practiced for years by most higher education institutions here and there. Yet it was never a must. It was never the only option, and it was never imposed on the academic world as the sole means of the education process.

So here we were. Zoom is now the new classroom, little icons on the screen – the new students and professors. Months later, nearing the end of the academic year, I'd like to share several lessons learned from this online teaching experience.

#### 1. Be prepared for plenty of errors.

No matter how experienced you are in online teaching, be ready to face multiple errors. The most frequent error is obviously the technology and the Internet connection. It just goes off and, most likely, in the middle of an active discussion. Think of a makeup plan ahead of time. Include and communicate offline activities for students in order to overcome these errors.

#### 2. Adjust your materials.

Teaching online is very different from teaching face-to-face unless you are lucky enough to have AI, VR, or similar technologies provided by your school and used on a regular basis. In most cases, you will have to revisit your teaching materials and methods, and adjust them to an online format. In order to recreate the interactive environment of a classroom, think of group tasks, games, and simulations that will work with your online teaching platform. Balance it with applicable theory.

#### 3. Less is more.

It is hard to teach online, but it is as hard to learn online. The way we perceive information online is different from the way we perceive it face-to-face. Yes, statistically we are more concentrated online, but it cannot last for long. Perhaps shortening your initial course is a good thing to do. Including a lot of breaks too.

#### 4. Balance of lecture and discussion.

This matter is of extreme importance when teaching online. Perhaps in person, one could lecture non-stop for hours. Online, it is hardly manageable and simply not efficient. Even if you have strong vocal cords, lecturing online for over an hour and a half is extremely challenging. There are several reasons for that. First of all, the students' return online is very different from face-to-face. The screen does not transmit emotions, and you as an instructor will only be receiving a very limited energy charge in the form of simultaneous student feedback. Secondly, there is a risk that most of your students will fall asleep even if your lecture is beyond interesting – it is hard to keep people engaged through a screen. Thirdly, a long lecture can result in a higher level of misunderstanding – when you lecture online, students tend to ask fewer questions than they would in an actual classroom. Uplift your

monologue with questions to make sure that the material is received and digested.

#### 5. Non-verbal challenge.

Online teaching, at least through the most common channels such as Zoom or Google Meetings, diminishes the role of non-verbal communication. You cannot rely on your charisma any longer, especially if you are meeting students for the first time. Your body language is limited to the size of your screen. You cannot walk in the classroom. Your voice can sound different online. All of that will have an impact on your class. In other words, non-verbal communication will be restricted. Actively engaging students in the learning process in these

new circumstances is hard. Consider the following tips: change your background from time to time in order to generate unconscious attention; make sure your hands are visible; and try to encourage students not only with the tone of your voice but with direct praise.

I recently taught my first 3-day online course via Zoom to 26 MBA students. The main lesson learned is that we all think that we can't until we can. Staying flexible and open-minded, as well as admitting the challenges you are facing to yourself and to your students, is the key to online teaching success.



## SHOP ISM MERCHANDISE ONLINE

Get your ISM merchandise through our online shop! ISM students and alumni ready to sport their school spirit can order our hoodies, t-shirts, bags, and more at [gear.ism.edu](https://gear.ism.edu).

You can also contact our office in Paris to order and pick up your items directly. Email [info@ism.edu](mailto:info@ism.edu) to learn more.

## MANAGING THE INNOVATION PROCESS: PREPARING STUDENTS FOR THE FUTURE OF BUSINESS IN A RAPIDLY CHANGING WORLD



### Daphne Halkias, PhD, Core Faculty

Today's fast-changing environment pushes successful companies to adapt, excel, and grow more rapidly than ever before. Consumer needs, technological developments, demands for growth, the Fourth Industrial Revolution, natural disasters, regional conflicts, and new governmental regulations put pressure on competitive advantages. Instead of sustainable advantages, today, understanding and developing adaptive and changeable settings for the global business world is a crucial point. The focus of innovation, products, and systems has now shifted from financial resources to flexibility and fast incorporation of new technology and services. The former confidence in the stability and value of brands is decreasing, making no room for safety zones. Even the most stable industries and the most influential brands can be torn apart by black swan events, both natural and human-made, as we have all seen with the global COVID-19 pandemic.

Learning to adapt to today's rapid emergence of these socio-economic dilemmas and turbulent markets -- from the community to the global level -- is brought to light in ISM's Managing the Innovation Process course (MIPR). This course is suitable for graduate students from a variety of backgrounds. The overall aim is to develop a high-level understanding of the dynamics of innovation, distribution, and outcomes of entrepreneurial opportunities, and the relationships that are important in developing high-impact organizations. The course intentionally integrates concepts from human resources, finance, marketing, operations, and information technology, and is intended for a wide range of industry, service sector, or non-profit careers.

Students explore how organizations respond to external (customers, suppliers, competitors, consultants, media, globalization) or internal (technical divisions, marketing, sales, logistics, production) opportunities, and use their creative efforts to introduce new ideas, processes, or products. By using innovation management tools, managers and entrepreneurs alike can trigger and deploy the creativity and novel ideas of all employees towards the continuous development of a company. These management tools, concepts, and practices are

applied through various course activities starting with viewing eleven online modules from the Managing Innovation series by Professor Frank Piller, Head of the Institute of Technology and Innovation Management at Aachen University in Germany. This online module course series is a companion to the popular innovation and design workbook Big Picture: The Innovation Model. This workbook and all other course materials are provided as open-access on MyISM.

The most popular student activity in the MIPR course is playing the Back Bay Battery simulation game, offered to ISM students by Harvard Business School Press. This game is a single-player tool and simulates the challenges around innovation and risks that face product development managers who need to balance financial goals against the need to innovate, capitalize on new product/market opportunities, and guard against disruptive technologies. In this simulation, students play the role of a business unit manager at a battery company facing the classic "innovator's dilemma." They play against the computer, and feedback is immediate. Players have to manage R&D investment tradeoffs between the unit's existing battery technology versus investing in a new, potentially disruptive battery technology.

For the MIPR course's culminating assignment, students develop their Final Innovative Product Project. The purpose of the assignment is to allow students to apply the ideas learned in this course that touch upon a business challenge that is of particular interest to them, their region, community, culture, and country. Previous students have focused on such innovative product developments as an alternative food network, sustainable retail fashion, unique apps for connecting different groups along supply chains, IoT platforms including one for wine lovers, and novel recreational vehicles. Students hailing from emerging market economies have presented exciting innovations to address local, grassroots sustainability issues including products for local economic development and breakout from poverty, and an educational app for girls living in rural poverty. Students take their new product, service, or process from idea generation to where the idea can be pitched

to potential investors to include design, development, and launch plans. Along with their final project business report, students submit a PowerPoint presentation of their project pitch with an audio narration. We hope to see some of these unique and remarkable pitches come to ISM's annual Pitch in Paris event.

In the MIPR course, students develop responsible business practices through business thinking approaches, grounded ethical professional

practice, and considerations based on the sustainability goals of the World Economic Forum. MIPR is a course for every business student and where I hope to work with more ISM students promoting innovation management, particularly to strengthen post-pandemic businesses and markets worldwide.

## EXPAND YOUR PROFESSIONAL NETWORK WITH MENTORSHIP

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

Mentoring is focused on supporting mentees to:

- define academic and career development objectives
- provide guidance, confront challenges, and monitor progress
- move towards the realization of established goals

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

If you would like to participate in our mentorship program as a mentor or mentee, email [info@ism.edu](mailto:info@ism.edu).

## TAKE THE NEXT STEP IN YOUR LEADERSHIP JOURNEY

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

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





## REFLECTIONS: THE QUEST FOR OPTIMAL PEOPLE DIVERSITY

### Tobias de Coning, PhD, Core Faculty

*This is not intended to be an academic paper. It focuses rather on my personal experience over many years as an executive-level leader with, as part of my portfolio, overall responsibility for diversity and inclusion. It is also based on my experience as a consultant to both public and private sector institutions on matters pertaining to diversity and inclusion.*

The ongoing quest for an optimal level of organizational diversity is ongoing and difficult. Although there are obviously differences between countries, societies, and organizations, it can be stated as fact that, as a global community, we have yet to reach the stage where people diversity has been fully embraced. My personal (perhaps biased) opinion is that, as societies, organizations, and individuals, we are so much less than what we could be due to, amongst other things, non-optimal levels of people diversity and inclusion.

For decades, working with the concept of people diversity, I have encountered most of the key concepts such as diversity charters, equity plans, people empowerment, historically disadvantaged groups, most under-represented groups, and so on. In reflecting on potential barriers to optimal diversity and inclusion, the following come to mind (not in order of any priority):

- Having the wrong organizational conversations about diversity
- Too narrow definitions of diversity
- Tokenism
- Overt and covert sabotage of diversity initiatives
- Stigmatization of people as diversity appointees and diversity promotions
- A business-as-usual approach with diversity as a side issue
- Lack of clear diversity policies, goals, strategies, and actions

- Lack of measurement and evaluation against clear diversity goals and objectives
- Lack of consequences when managers do not meet agreed to diversity goals and objectives.

The abovementioned should not be viewed as an exhaustive list of all potential barriers to diversity and inclusion, but they are “top of mind” when I reflect on this key topic.

Let us unpack these potential barriers.

- *The wrong diversity conversation.* I often hear boards and executive-level leaders say, “We are all for diversity as long as it does not negatively impact our organizational performance.” To my mind, that is a totally inappropriate and wrong starting point to have a meaningful discussion about diversity. Instead, the diversity conversation should be based on a wide acceptance of the fact that diversity is a prerequisite for sustained organizational success. Once this becomes the core focus of the conversation, it works wonders for aligned actions to achieve and to sustain an optimal level of organizational diversity. Therefore, do not shy away from robust discussions about diversity!
- *Too narrow a definition of diversity.* Diversity has to be viewed as a composite concept, supported by a dialectic (“and-and”) approach. My personal preference is for a definition of diversity as “diversity of thought and worldviews.” This core definition requires multi-dimensional dialectics in terms of, amongst other things, gender, race, age, geographical diversity, educational

background... “and-and.” This operational definition is, to my mind, indicative of the fact that it is diversity’s dialectic richness that is vital to sustainable organizational success.

- *Tokenism and window dressing.* It is unfortunately my impression that there are various organizations that play a numbers game, showcasing their people diversity to the world. Such organizations do not however also show the world that the majority of their appointees/promotions from previously/historically disadvantaged groups are stuck on the lower organizational levels, encountering the so-called organizational glass ceiling and finding it extremely difficult to make the leap to the levels where they can be empowered with true entrepreneurial decision-making power. Often, they are endowed with important sounding job titles but without being granted the accompanying level of authority.
- *Not allowing employees to vocalize and discuss their personal fears.* In many organizations, white males are still the dominant group, and the fear of a significant number of them is something along the lines of: “Why should I support organizational diversity? This could lead to me losing my job or getting stuck without any further promotions.” [1] By means of an example, without mentioning the company (it is a large, listed company), I think back to a visit by a very prominent CEO who used me as a sounding board for his diversity plans. A key to the CEO’s plan was visits to all the geographically dispersed company sites and publicly asking all supervisors - middle as well as senior-level managers - to show their support for the company’s diversity plan by a show of hands, and symbolically adding their names and signatures to the company’s Diversity Charter. I told the CEO that it would not work, and he got very upset with me and left before I could motivate my viewpoint. He came back about 6 weeks later, admitting that his plan had failed and that he encountered severe overt and covert resistance as well as sabotage of the diversity plan. I then explained the importance of allowing people to vocalize their fears and the importance of him as CEO to address those fears in an open and transparent manner. We then, over a period of 3 months, introduced a number of “courageous conversations” to the company. This was met with significant success and is a major contributor to the successful implementation of diversity plans. The key point: do not shy away from difficult and courageous discussions.
- *Stigmatization of diversity appointees/promotions.* In the context of diversity, this occurs when people from previously disadvantaged and under-represented groups are employed and promoted by organizations in such a manner that the subtext is one of “it is not really based on merit; it is because we have to meet organizational diversity targets.” Such an approach erodes the self-worth and dignity of such appointees and promotions, impeding their optimal performance in organizations (sometimes it becomes a negative self-fulfilling prophecy: “What did I tell you? They were a diversity appointee and, as could have been

expected, they failed.”) As leaders, we should beware of setting people up for failure. In my opinion, it should be about two interrelated concepts: merit and diversity. This is the manner in which it should be implemented and communicated. If leaders fail to do this, they are doing people from previously disadvantaged or under-represented groups a terrible injustice.

- *“We continue with our business as usual and promote diversity as a side issue.”* This is doomed to fail. True diversity necessitates it to be integrated as an important and non-negotiable dimension of the organization’s very being. It must find traction in all organizational levels and dimensions. This, to my mind, is the only way optimal levels of systemic diversity will be achieved.
- *Lack of traction.* The world is full of organizations with very impressive diversity statements, visions, and charters – which is a good thing. However, on its own, it is not enough to ensure a sustained drive to achieve optimal organizational diversity. For this to happen, the aforementioned set of diversity instruments have to be translated into aligned and interrelated diversity policies, goals, strategies, objectives, action plans as well as appropriate diversity performance management. The aforementioned “full” set of diversity instruments equips leaders with the means to ensure active and sustained implementation of integrated diversity plans, but (and it is a big but!) leaders must have the guts to insist on organization-wide performance on agreed to diversity goals and objectives. This is extremely important. There are so many examples where excellent diversity plans (excellent on paper, at least) failed dismally as a result of key leaders without the necessary courage and perseverance to insist on performance in terms of agreed to diversity goals and objectives.

#### In summary

None of the aforementioned barriers to diversity are insurmountable. They do, however, to my mind, present very real and serious challenges and should therefore be identified and eradicated. This requires leaders with courage and empathy. Leaders who make it their priority to align the mission, performance levels, and the people dimension (including culture) in order to strive for, amongst other goals, an integrated, optimal, and sustainable level of organizational diversity. Finally, maybe it requires leaders who have an iron fist (unwavering insistence on performance in terms of integrated diversity goals and objectives) in a velvet glove (empathy for all people and true servant leaders).

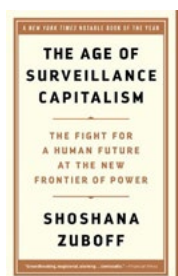
After all is said and done, perhaps this is indeed the key to optimal organizational people diversity?

[1] I have taken white males as an example. It can be the same with any other dominant group. In Africa, it is often encountered along tribal lines.



# ISM SUMMER READING LIST

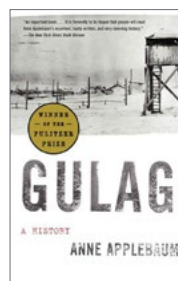
We've sourced some summer reading recommendations from members of the ISM community.



## CÉSAR BAENA, DEAN AND DIRECTOR OF DOCTORAL STUDIES

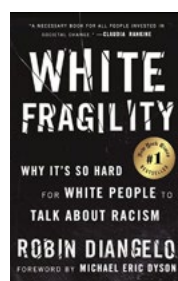
### ***The Age of Surveillance Capitalism: The Fight for a Human Future at the New Frontier of Power* by Shoshana Zuboff**

Harvard Professor Shoshana Zuboff provides a comprehensive account of the way big tech companies (Google, Microsoft, Facebook) extract and use to their advantage the massive amounts of data they collect on individuals. The book coins the term “surveillance capitalism” to describe the new economy that has taken form in the digital age, characterized by the power of big tech companies, defenseless individuals, and limited government regulation. Zuboff’s magnum opus is a must-read to understand the present and to take action if democracy and individual freedom are to be preserved in the future.



### ***Gulag: A History* by Anne Applebaum**

Pulitzer award winner Anne Applebaum provides a detailed account of the history and functioning of the Gulag, that much feared system of repression and punishment that was a key engine of Soviet communism. The author revisits the history of the Gulag, from its origins, the Russian revolution, the Stalin years, to its demise during the glasnost period. By using innovative archival material and personal accounts, Applebaum maps the geography (both physical and mental) of the Gulag, unfolds the political structure that underpinned it, and documents human tragedies. The result is an outstanding work of scholarship that sheds light on an often-overlooked period of 20th century history.



## STEPHANIE NAUDIN, STUDENT SERVICES COORDINATOR

### ***White Fragility: Why It's So Hard for White People to Talk about Racism* by Robin DiAngelo**

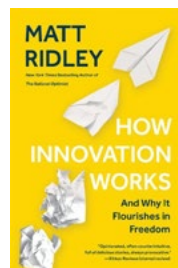
This book was my first step towards self-education and self-improvement. Written by an experienced diversity consultant, it uses real-life social and professional scenarios to illustrate how systemic racism is ingrained in our culture and behaviors. It's engaging, easy to read, and includes helpful advice and resources for further learning.



## JUDY KNIGHT, LIBRARIAN

### ***East of Eden* by John Steinbeck**

I have been drawn back to the classics and Steinbeck has always been one of my go-to authors. East of Eden is a saga of two California families whose stories begin at the turn of the 20th century. The subplot involving two sons is a modern Cain and Abel story that is captivating. The characters and plot are brilliantly rendered, and I consider this to be Steinbeck’s masterpiece. This book is highly recommended.



## IVO PEZZUTO, CORE FACULTY

### ***How Innovation Works: And Why It Flourishes in Freedom* by Matt Ridley**

I have decided to finish reading Matt Ridley’s book on innovation this summer. In the book, Ridley argues that we need to change the way we view innovation and see it as “an incremental, bottom-up, fortuitous process that happens to society as a direct result of the human habit of exchange, rather than an orderly, top-down process developing according to a plan.” I hope this book will also be of interest to my ISM students.



## TOBIAS DE CONING, CORE FACULTY

### ***Humankind: A Hopeful History* by Rutger Bregman**

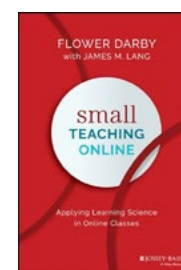
To describe what makes this book so special, I will quote Mariana Mazzucato who says, “Humankind provides the philosophical and historical backbone to give us the confidence to collaborate, be kind and trust each other to build a better society.” I found it to be an excellent and uplifting book.



## NATHAN SAMBUL, DBA ALUMNUS

### ***The Splendid and the Vile: A Saga of Churchill, Family, and Defiance During the Blitz* by Erik Larson**

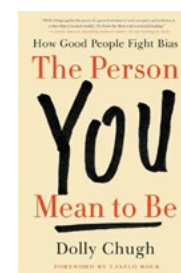
I highly recommend this fast-paced, enjoyably readable book. If you are a history buff, you will gain new insights in how Great Britain survived the Blitz of 1940-41, and how the Royal Air Force fought back in the battle of the airspace above England. The world knows Winston Churchill, the icon, as the bulldog who fought against the Germans. This book shows Churchill the family man: compassionate, warm, dedicated, driven, and human in all senses. The book is about leadership; bring the right people together, supporting them, demanding excellence, acknowledging difficulties, being honest with your audience (the people of Great Britain), while lifting their spirits toward a greater goal.



## KIMBERLY REEVE, PHD ALUMNUS & ISM FACULTY

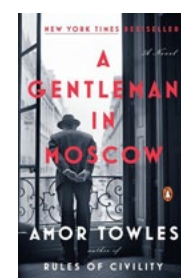
### ***Small Teaching Online* by Flower Darby**

This is a must-read for anyone who is now transitioning from teaching in the classroom to teaching online. Darby breaks down key components of online learning and provides psychological as well as pedagogical reasons for each of her main recommendations. This book is helping me restructure all of my courses for the fall semester.



### ***The Person You Mean to Be: How Good People Fight Bias* by Dolly Chugh**

In the midst of all of the protests about systemic racism in the US, Chugh’s book provides a relatively easy on-ramp for discussing race issues in the US and outlines practical advice on how all of us can become more aware of and work to overcome our innate biases about race.



### ***A Gentleman in Moscow* by Amor Towles**

This is a great book that transports you to a different world. Towles’ beautifully-written narrative covers a key period in world history while incorporating subthemes of a young woman coming of age, a middle-aged aristocrat finding love in an unusual place, and, above all, the importance of maintaining one’s dignity and sense of purpose in an ever-changing world.



Power of Investing in Employer-Led Programs

Gender Bias in Negotiation

Embrace Diversity for Inclusive Growth

## SECOND EDITION OF PERSPECTIVES AVAILABLE NOW!

As part of our efforts to improve the experience of our diverse community, we launched ISM's diversity and inclusion magazine, *Perspectives*, in 2018. In May we released the second edition of the magazine, featuring stories from students, alumni, faculty, and staff. Read articles about challenges and initiatives on topics like investing in employer-led DEI programs, gender bias in negotiation, and inclusive data-driven strategies. Download this issue at [www.ism.edu/perspectives2020](http://www.ism.edu/perspectives2020). To get involved, send feedback, best practices, or submissions to Alison Knight at [alison.knight@ism.edu](mailto:alison.knight@ism.edu).

# BLACK LIVES MATTER

## Alison Knight, MSW, Executive Director

Black lives matter. The lives of ISM's black students, alumni, staff, faculty, and all black lives worldwide matter. This is my moment to express solidarity with black members of the ISM community and black people in the USA and throughout the world. It is my responsibility as the leader of an institution that claims to be diverse and culturally competent to be explicit in this stance. ISM stands strongly against racism in our workplace, our classrooms, and in the academic communities that we operate in.

Many of ISM's students and alumni are from Africa, descendants of the African diaspora, or ex-pats living abroad. These scholars contribute valuable research to the business world. Some of them become experts in business-related topics that intersect with the African experience. I'd like to share and celebrate some of that work.

### Dissertations related to the African experience outside of Africa

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

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

**Tiffany Oloke (DBA)**, "The Business Experience of Nigerian Female Immigrant Entrepreneurs within the Service Industry in New York City, USA: A Multiple Case Study"

### Dissertations related to the African experience

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

**Dorothy George Ufot (PhD)**, "Challenges of women micro-entrepreneurs in the Niger Delta of Nigeria: A narrative inquiry"

**Patricia Murugami (DBA)**, "Impediments Faced by Female Leaders in Kenya in 2006-2016: A Transformational Leadership Theory Perspective"

There are countless ways to be a part of the BLM movement. Some protest in the streets, some donate money, and in this case, some become thought leaders. The examples above weave stories with research and provide a deeper understanding of the African experience in the business world, both on the continent and abroad. Being that ISM is a business school, it's understandable that none of these examples explicitly address systematic racism or police brutality.

They do, however, touch on the experience and the stories of black people, and to some degree address the challenges that black people face in the business world. One aspect of the BLM movement is the importance of listening to and believing the stories of black people. These stories and this research is important.

Here at ISM, we are committed to the continued support of thought leadership of Africans (and African-Americans), and we celebrate the diverse members of our academic community. This is only one element of the work that we do, but I thought it might be useful to provide some real examples from ISM alongside my stance on this issue.

I know many of you in our community are asking questions and wondering how the BLM movement is related to your work at your academic institutions and businesses. Here are a few external resources and tools that you may find useful.

### WEBSITES

Toolkits from Black Lives Matter <https://blacklivesmatter.com/resources/>

Harvard Implicit Bias Tests <https://implicit.harvard.edu/implicit/selectatest.html>

Harvard Business Review: U.S. Businesses Must Take Meaningful Action Against Racism <https://hbr.org/2020/06/u-s-businesses-must-take-meaningful-action-against-racism>

### VIDEOS

TED Talk: An Interview with the Founders of Black Lives Matter [https://www.ted.com/talks/alicia\\_garza\\_patrisse\\_cullors\\_and\\_opal\\_tometi\\_an\\_interview\\_with\\_the\\_founders\\_of\\_black\\_lives\\_matter?referrer=playlist-the\\_power\\_of\\_protest](https://www.ted.com/talks/alicia_garza_patrisse_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter?referrer=playlist-the_power_of_protest)

TED Talk by Ruby Sales: How We Can Start To Heal the Pain of Racial Division [https://www.ted.com/talks/ruby\\_sales\\_how\\_we\\_can\\_start\\_to\\_heal\\_the\\_pain\\_of\\_racial\\_division#t-13302](https://www.ted.com/talks/ruby_sales_how_we_can_start_to_heal_the_pain_of_racial_division#t-13302)

TED Talk by Peggy McIntosh: How to Recognize Your White Privilege – And Use It to Fight Inequality [https://www.ted.com/talks/peggy\\_mcintosh\\_how\\_to\\_recognize\\_your\\_white\\_privilege\\_and\\_use\\_it\\_to\\_fight\\_inequality](https://www.ted.com/talks/peggy_mcintosh_how_to_recognize_your_white_privilege_and_use_it_to_fight_inequality)

If you have any other resources you'd like to share, please send them to me. We can (and should) be learning from each other!

I know there is always room for growth and I welcome any feedback on how ISM can do more. Please email me at [alison.knight@ism.edu](mailto:alison.knight@ism.edu).



# LOOKING FORWARD: FALL 2020

## E-LEARNING

### Fundamental Skills:

Case Methodology (IMBA only) - October 1-December 31  
 Global Economics & Competitiveness - July 1-September 30  
 Technology Trends in Business - October 1-December 31

### Doctoral Core Courses:

Advanced Quantitative Research Methods - July 1-December 31  
 Dissertation Proposal Workshop - October 1-December 31  
 Writing a Doctoral-Level Research Paper - October 1-December 31

### Advanced Electives:

Active Investment Management - July 1-December 31  
 Business Data Analytics - October 1-December 31  
 Corporate Entrepreneurship for Competitive Advantage - July 1-December 31  
 Global Business Simulation Challenge - October 1-December 31  
 The Future of Work - July 1-September 30  
 Venture Capital & Private Equity - July 1-September 30



## HIGHLIGHTS AND ACHIEVEMENTS

DBA alumnus Akintoye Akindele spoke at MITA TechTalks 2020, one of the largest annual VC (Venture Capital) conferences. The conference was held from February 9-12 in Punta Mita, Mexico. Akindele spoke on angel and family office investing. Hosted by MITA Ventures, the MITA TechTalks unites thought leaders from Silicon Valley, Mexico, and LATAM. [Read more.](#)

Professor Ivo Pezzuto was interviewed by CNBC in Italy about COVID-19 and its potential economic impact. In this interview as a regular economic commentator and macro strategist, Professor Pezzuto successfully predicted the international economic slump and market correction due to the coronavirus pandemic. [Read more.](#)

PhD alumnus Nicole Maillette won the International Prize from the Centre Francais de Recherche sur le Renseignement (French Centre for Intelligence Research) for her dissertation titled "The Canadian Terrorist Gravity Model: The Development of a Dynamic Model Which Can be Utilized in Predicting Violent Islamic Radicalization." [Read more.](#)

PhD candidate Guenther Klein co-authored an article in the *International Journal of Economics, Commerce and Management* (IJECM). The article titled "Human Touch Of Industry 4.0: A Brief Literature Review," was written to "shed light on the human factor in the midst of this industrial revolution and study its implications on the design of processes." [Read more.](#)

Academic Director Matthew Andrews was nominated to the ACBSP Board of Directors. He started his first three-year term in June 2020 during the ACBSP Annual Conference which was held virtually this year. The ACBSP Board of Directors represents its member schools around the world and oversees the governance of the accrediting body. [Read more.](#)

IMBA alumnus Jessica Kruger's sustainable vegan leather goods company, LUXTRA, became a certified B Corporation. B Corporations are businesses that balance profit and purpose by meeting the highest standards of verified social and environmental performance, public transparency, and legal accountability. Kruger describes LUXTRA as a global fashion brand focused on timeless design, sustainability and ethical core values. [Read more.](#)

PhD alumnus Anis EL Khatib published an article in the *International Journal of Management and Sustainability*. The article is titled "The Post War Performance Of The Lebanese Banks Using The Balanced Scorecard: A Case Study." Analyzing the 15-year period following the end of the Lebanese Civil War, the study aims to empower Lebanese banks, academics, and researchers to start practicing the Balanced Scorecard model to improve the performance of banks and enhance economic growth in Lebanon. [Read more.](#)


Professors Daphne Halkias and Michael Neubert co-authored an article in the *International Leadership Journal*. The article titled "Extension of Theory in Leadership and Management Studies Using the Multiple-Case Study Design\*" examines multiple-case study design as "valuable qualitative research tool in studying the links between the personal, social, behavioral, psychological, organizational, cultural, and environmental factors that guide managerial and leadership development." [Read more.](#)




**ISM** SUMMER  
2020

## CONTACT US

 [info@ism.edu](mailto:info@ism.edu)

 +33 (0)1 45 51 09 09

 [www.ism.edu](http://www.ism.edu)

 Follow us on LinkedIn

 [ismedu](https://twitter.com/ismedu)

 [intschoolofmgmt](https://www.facebook.com/intschoolofmgmt)

 [ismparis](https://www.instagram.com/ismparis)