



INNOVATIONS AND BEST PRACTICES IN EUROPE, MIDDLE EAST, AND AFRICA



Timothy Mescon
EVP and Chief EMEA Officer

Business schools in Europe, Middle East, and Africa have shown how business education continues to evolve and deliver what industry and government need. With the changing educational and commercial landscape, these business schools face new developments that challenge them to explore innovations and actively seek transformational solutions.

To recognize the critical work being done to drive positive impact, AACSB developed the *Innovations That Inspire Challenge*—an initiative that highlights ways that member schools are redefining the face of business education. This *Innovations and Best Practices* booklet tells the inspiring stories of a number of schools in the EMEA region.

In their journey to establish and maintain excellence in their respective markets, EMEA business schools have created new programs, learning methodologies, and initiatives to meet the changing expectations of today's students and businesses. Take a moment to read about innovations that go beyond borders and be inspired by novel ideas and the experiences of your colleagues from across the region.

CONTENTS

Europe	4
Middle East	16
Africa	19

From an incredible pool* of submissions, this booklet offers a number of innovations per sub region. The innovations are not ranked here, nor do they represent a "best of" listing; rather, they are a representation of contemporary challenges in the EMEA region.

* Members can access and explore more than 600 submissions within DataDirect's Quick Reports system.

ISM University of Management and Economics Lithuania

Title of Innovation: Creative Shock

Submission Year: 2017–2018

Theme: Sustainable Business

Primary Category: Enhancing Approaches to Leadership Education and Development



Innovation Statement

Creative Shock is an international social business case competition for bachelor and master students established in 2011.

The Story

Partnering with social enterprises, the organizers create authentic business situations for the contest participants who then share their solutions with the companies involved. In 2017, the project partnered with social enterprises TOMS Shoes and Conscious Step. Every year Creative Shock's reach increases. In its founding year, the competition attracted 178 students from Lithuania; in 2017 that rose to 1,224 students, academics, and business representatives from 102 countries. To get into the finals, students must pass two preliminary rounds and solve business cases online. After the evaluation from a professional jury comprising ISM faculty and business representatives, TOP 10 teams are selected to attend a four-day final event to ISM University of Management and Economics.

To broaden the idea of social business, Creative Shock organizers also hold an international social business conference, free and open to all, during the project finals. Speakers for Creative Shock 2017 were Ruth Jenkins from Belu, a leading British Social Enterprise; Josh Turner, the founder and CEO of Stand4, creator of the award winning Stand4 Socks Ventures; Hector Alvarez, a Swiss-Chilean entrepreneur, co-founder, and business developer of social clothing venture beyondBeanie.com; Bonnie Chiu, the founder and CEO of an award-winning social enterprise that equips marginalized women and girls with photography training and digital skills. She was recently listed as a Forbes 30 Under 30 Social Entrepreneur in Europe.

The Impact

ISM Student Association is the owner of Creative Shock's annual event, during which students gain valuable, practical skills as they must find sponsors, invite renowned speakers and participants from universities around the world, and design the conference agenda. Creative Shock event fosters students' awareness of social responsibility, develops understanding that prosperity and profitability are not in conflict, and both are necessary for a sustainable future. Creative Shock strengthens faculty-student, business-university, and business-society cooperation. A three-day event educates wider society in responsible business behavior and sustainable growth, and demonstrates the significant role students can have in promoting social businesses. Also, this event positions ISM as a socially responsible university among businesses and society nationally and internationally.

This event has an impact outside Lithuania as it educates international participants to be responsive to societal and environmental issues. The event served as an impetus to organize similar events in other countries: a student from India was so fascinated by the project that he pursued implementation in his native country.



University of Turku, Turku School of Economics Finland

Title of Innovation: Business Innovation Comp
Submission Year: 2016–2017
Theme: Practical Learning
Primary Category: Engagement with Business



Innovation Statement

TSE's business innovation camp is a flexible instrument for collaboration between companies and students, facilitated by the school's staff.

The Story

The concept is linked to research collaboration and projects with participating companies, meeting multiple needs at once. Typically a suitable case for a camp is recognized either when carrying out a research project with a company or when discussing new research initiatives. During discussions, an interesting challenge or need is identified that relates to topical issues in the company. For example, a product-oriented company might think how they could move toward service offerings. The school can help companies by offering the camp to generate new ideas and thinking among the students. Acceptance into the program is based on applications, from which a team of six to 10 students are invited to participate. Students are briefed before a two-day innovation camp begins and from which they receive a specific challenge from the company. Working in small groups, students create and refine their ideas. Tools including business model canvases are used to impose structure on the ideas.

Students give brief presentations, in which company representatives give advice and direct feedback. TSE staff facilitates the work and ensures that it supports the original needs of the company. In about two weeks, a separate session is held in which students pitch their finalized idea to the company's management. Students receive feedback on how the company may consider their idea within the business's plans.

The Impact

Business innovation camp has resulted in interesting outcomes for the students, companies, and the school. Students have discovered that companies are interested in listening to them. The experience gives students more confidence, encouraging them to create new business ideas. They are also encouraged to see that business studies can offer new thinking to technical contexts. The camp is planned to occur five to six times a year with 40 to 50 selected students participating yearly. Participating companies have been pleasantly surprised by how much the students are able to achieve in a short amount of time. Often, the students' work is refined into a preliminary idea for a business model that the company can evaluate and decide if they will pursue it.

In one case, the team's idea was so feasible that the company began investigating it further, only to discover there was already a patent on the idea in Japan. But this illustrated that the camp can generate ideas with that have business value. Even smaller elements from the student presentations can be used in companies' internal discussions. It can be an eye-opening for experienced professionals to see how students without industry experience approach a challenge, which helps reshape their own thinking. Also the fresh perspective from younger generations is appreciated. For the researchers, the camp invites diverse access to the companies. It opens unique opportunities to discuss companies' businesses and challenges, which can strengthen the relationships between the university and participating companies, and can offer insight on research that may be beneficial in the future.



University of Leeds, Leeds University Business School United Kingdom

Title of Innovation: Integration and Social Cohesiveness Through Social Media

Submission Year: 2015–2016

Theme: Digital Learning/Educational Technology

Primary Category: The Way We Teach: Pedagogy and Learning



UNIVERSITY OF LEEDS

Leeds University Business School

Innovation Statement

Building a Culture of Integration and Social Cohesiveness by Leveraging Social Media (Before, During, and After Study) in a Way That Fosters International Learning Communities.

The Story

The motivation behind implementing this innovation was to enhance the student experience by addressing key needs such as delivering better, timelier information and building social cohesiveness for an ever-growing international cohort. The program director for MA Corporate Communications and PR wanted to build a more effective model of communicating with students that was timely, added value, and also supported students in building a collegiate learning community. As the international population of students had grown within the program (with 26 countries represented in 2015), there was a real need to provide a service that made them feel welcomed, included, and like part of a community. Student feedback surveys showed they felt the university's current virtual learning environment (VLE) was not as intuitive as needed. Similarly, with recruitment, offer letters and mail-outs to all business students would be on a monthly basis; whereas students wanted to have more regular contact and in ways that were more attentive to and understanding of their needs. As stated by the program director, "If you want them to engage, you need to go where they are."

The Impact

Although only two years into using this model of engagement, the impact has already seen improvements: an increase in student numbers (from 50 in 2014–15 to 92 in 2015–16); a greater level of collegiality from the start of the degree program (from March to September, the students would get to know one another, the university, etc.); a much higher level of activity and engagement from the students through a vibrant Facebook group, which flows into other areas of the program; higher student satisfaction rates, especially as this level of interaction not only personalizes their experiences, but also humanizes it; groups provide more discussion, areas for questions, and peer feedback/support as well as areas for revision; and greater impact with alumni. For example, international tours and other events can be promoted through the alumni's Facebook group, which enjoys a higher engagement rate than traditional routes of communication.



University of Maribor, Faculty of Economics and Business Slovenia

Title of Innovation: Marketing Traffic Light
Submission Year: 2016–2017
Theme: Practical Learning
Primary Category: Engagement with Business



Innovation Statement

Marketing Traffic Light is a marketing conference, organized in collaboration with UM FEB marketing students and departments of marketing, covering marketing trends in Slovenia.

The Story

The motivation behind the conference's implementation was to create an opportunity for students to improve their marketing knowledge and expand their social network, while the aim of the conference's competitive portion was to challenge marketing and business students to solve real and relevant marketing issues of Slovenian companies.

The conference had several goals

1. Providing students with relevant experience in event management.
2. Creating a productive connection between students, faculty, and Slovenian companies.
3. Providing case-oriented learning experiences for UM students and others.

The event comprises a day of lectures, workshops, and debates on current marketing issues and trends aimed at students of University of Maribor, high school students in the Maribor area, business representatives, and the broader public. The conference concludes with the finals of a student marketing competition that challenges teams to provide solutions for partner organizations' case challenges. Solutions are evaluated by marketing professionals and rewarded accordingly.

The Impact

The conference provides students with invaluable experience and connections that have already resulted in multiple job offers. It has also contributed in the founding of a Marketing Club, comprising prospective and ambitious students who share their enthusiasm of marketing topics; organize relevant events; and take part in case challenges, marketing, and advertising conferences and other activities. It enables the school to present itself to the broader public and creates a positive image and reputation with potential students and partners.

Furthermore, the event expands the curriculum and provides relevant knowledge and know-how on how to deal with a variety of contemporary marketing challenges, such as: sustainable marketing, multichannel marketing, digital transformation, small business marketing, and neuro marketing, among others. Another plus is that the conference is free, created by the students for the students. It is a great example of collaborative and volunteer work by members of the school's faculty and students, and it remains a unique and rewarding event that is here to stay.



Universidade de Lisboa ISEG-Instituto Superior de Economia e Gestao Portugal

Title of Innovation: Learning Leadership in Real World Settings

Submission Year: 2015–2016

Theme: Trend in MBA Programs / Growth in Specialized Masters

Primary Category: The Way We Teach: Pedagogy and Learning



Innovation Statement

Learning Leadership in Real World Settings: A Partnership Between ISEG and the Portuguese Navy School (MBA Program).

The Story

This 20-hour training program takes place over a weekend, in which students arrive early and are welcomed by the Commander-in-Chief, and then briefed by Navy officials, who review the goals of the exercise. Teams are formed based on student profiles. Initial activities serve to warm up and acquaint teams with the premises. The second exercise involves simulating ship maneuvering, and takes place in three Navy simulators. The aim is to train strategy formulation and implementation, communication skills, commanding and leading competencies, judging and decision-making capabilities, and improvisation abilities. Participants get hands-on experience maneuvering ships in practice, and are able to pilot actual ships on the Tagus River.

At all times, students have assistance from the crew to ensure security and safety on the boats and the river. This exercise trains students in taking time-bound strategic and tactical decisions, while commanding a large team (10-15 people). They experience the value of combining hierarchical communication and directive leadership, with organic team functioning and individual improvisation skills. On the second day, the final exercise takes place on a deactivated large battleship. This is a competitive exercise that requires the teams to collaborate at certain points to attain common goals. This assignment teaches the value of competition and collaboration, as well as higher-order strategic formulation and implementation.

The Impact

The immersion program at NS was an immediate success, not only for its learning environment, but also for mimicking real-life situations, in which team and leadership competencies are much needed. Students are removed from their normal classroom environment, which stimulates learning. For most this is their first sailing experience, which adds to the appeal of the exercise. In addition, there is an important learning point, which was not completely realized or explored the first time but was taken into account for the second event. This relates to values and their relevance in molding high-performing managers.

The Portuguese Navy represents not only the ultimate set of national symbols and beliefs, but it is also the archetype of numerous human and working values that have been under-explored in advanced management training. Values such as honor, respect, morality, honesty, authenticity, and ethical standards have been incorporated into much of the recent rhetoric discourse in management training, but have seldom risen to the level of MBA courses. During the program at NS, students are exposed to such values, both during the exercises and by observing and sensing life in the premises. The NS program is one of two that ISEG MBA students experience when participating in leadership training. An equally successful training weekend takes place jointly with the Air Force Academy, but the NS program is featured here for its value-driven approach.



IESE Business School Spain

Title of Innovation: Overseas MBA Module in Africa

Submission Year: 2015–2016

Theme: Trend in MBA Programs / Growth in Specialized Masters

Primary Category: The Way We Connect: Outreach and Engagement



Innovation Statement

Two-week elective module in Nairobi, where students experience in-situ the potential of Kenya and work closely with local businesses and Strathmore Business School, Kenya.

The Story

Nearly 50 second-year MBA students (30 to 35 of whom have never been to Africa before, with the remainder having visited as tourists) travel to Nairobi, Kenya, for a two-week optional overseas module. As well as academic case study learning, the module is highly experiential. During the first week, participants work on projects applying their knowledge of Africa and also networking and partaking in cross-cultural and negotiation exercises with students from Strathmore. The second week has students working hand-in-hand with local African companies on specific challenges they have identified. In total, there are three months of interaction between the students and the local companies including the on-site excursion. In the first month, students prepare off-site (through desktop analysis, etc.).

Once in Nairobi, students work closely with their company's senior management, conducting relevant field work, after which they present their initial recommendations to the company. Finally, students analyze their proposals in more detail and present final results to their company. Students work with both mid-sized companies and entrepreneurial ventures. Projects the students engage on are designed to create a real impact by helping to scale up and/or ensure the future sustainability of the participating companies. Previous experiences have had students working to develop marketing plans and growth strategies for consumer goods, 4G service, education or marketing events, and intelligence companies in Kenya.

The Impact

The module encourages students to develop business projects in collaboration with African managers. Although in the early stages, there are already several students who, on completion of the module, are considering starting or helping grow businesses on the continent. For example, one student has continued to work part-time as a consultant for one of the companies with which he worked. Another alum proposed his firm start manufacturing in Africa. A third is considering Kenya as a place to originate his own start-up company. In addition, the close contact among Strathmore's MBA students while in Nairobi impacts cross-cultural learning and helps foster further networking and collaboration between IESE and the school. The anticipated long-term impact is to help future business leaders realize that Africa can be a continent of opportunities.



Ecole de Management de Normandie France

Title of Innovation: Digital Pedagogy and Research-Based Training

Submission Year: 2017–2018

Theme: Trend in MBA Programs/Digital Learning

Primary Category: Enhancing Approaches to Leadership Education and Development



Innovation Statement

This innovation is based on the design of a digitized way of teaching the methodology for master's theses, and for continuing education students who have applied for a master's degree via e-learning.

The Story

This digital innovation facilitates the implementation of pedagogy focused on the scientific resolution of a managerial problem. Digitization enables e-learning students to take advantage of the educational benefits of writing a master's thesis. The teaching platform focuses on five stages characteristic of a management science research approach:

1. Choice of a research topic.
2. Definition of a research problem.
3. Construction of a theoretical framework and drafting of research hypotheses.
4. Collection of empirical data.
5. Analysis of the findings and deriving managerial recommendations.

This digitized distance learning consists of five videos, teaching materials written by the professor of research methodology, glossaries, internet links, and access to databases and exercises aimed at testing the students' understanding of the different stages of a thesis. An online platform encourages students to ask questions of the professor about the teaching module and to relay any difficulties they may encounter. This teaching module is efficient because of the complementarity between distance learning and on-site learning. All students attend two workshops dedicated to the presentation of their individual work. The professor ensures they are making progress in their understanding of the scientific approach (ability to problematize; i.e., to construct a relevant research question and ability to construct a theoretical and empirical

framework, enabling easier solutions). Each student is supervised by a member of faculty, which can consist of remote monitoring and face-to-face meetings during on-site workshops.

The Impact

This research-based distance training strengthens of skills required to develop leadership acumen: developing expertise when solving a specific management problem; learning to pause and reflect when faced with immediate, incomplete solutions by consulting scientific literature and collecting empirical data; collecting empirical data and making new contacts of managers, entrepreneurs, consumers, etc.; drafting managerial recommendations, following the meticulous collection and analysis of data.

This teaching innovation enables the school's research findings to be better disseminated: using scientific publications written by the faculty and designed to illustrate the different stages of the management science scientific approach; using videos made in collaboration with the school's researchers about the findings of their individual or group research work; and using the business school's blog to post links to articles written by the school's researchers to increase reach. Digital pedagogy helps to heighten the impact of the school's research activity on continuing education students enrolled in e-learning, thanks to the implementation of education turned toward the development of managerial expertise and based on a scientific approach.



University of Mannheim, Business School Germany

Title of Innovation: CSR Issues as Video Documentaries—A Graduate Student Course

Submission Year: 2017–2018

Theme: Sustainable Business/Educational Technology

Primary Category: Engaging a Diverse Community

MANNHEIM
BUSINESS SCHOOL

Innovation Statement

By interviewing experts and practitioners and creating their own video documentaries, groups of students empirically explore current questions related to corporate social responsibility (CSR) and sustainability.

The Story

Creating video documentaries on CSR-related topics in graduate-student class has two main motivations. One is that the class strives to take an innovative approach to pedagogy. The filming process enables students to use modern technologies and experiment with media that are becoming more relevant both in research and in practice. Freedom in designing their documentaries allows students to gain experience in managing a complex project in which they are encouraged to be creative and inquisitive. At the same time, students must coordinate highly interdependent work efforts within their group, increasing their skills in teamwork and communication. Additionally, the class aims to increase connections to local and diverse communities and to other disciplines.

In 2016, students investigated why corporate and private donations were unequally distributed among various social causes, and the relative stigmatization. By interviewing experts and practitioners on current aspects of corporate responsibility, students explored ways in which diverse communities and stakeholders may be treated fairly, addressing relevant real-life issues and connecting to local communities. In the data collection process, students used methods from qualitative research and a grounded theory approach. Additionally, students borrowed from psychological theories such as attribution theory to explain their empirical findings. Overall, the class presents an opportunity to highlight possible applications of methods and theories from other disciplines. By creating video documentaries, students are more deeply inserted into the topics they explore, which is expected to increase both student-related outcomes (such as learning and satisfaction)

and the value of the generated information (new and engaging insights on CSR which can be shared with a diverse audience).

The Impact

Communication strategies: By creating engaging films, students gain experience in the communication of complex information and in tailoring this communication strategy to a target group. This may prove valuable for future careers both in research and in practice.

Media & technology: By creating video documentaries, students experience working with modern technology. Assisted by a local film producer, the entire exercise lies within the students' own responsibility, providing opportunities to explore the usage of cameras, camera equipment, editing software, and more.

Pedagogy: By allowing students to take an active and open approach to relevant topics, participants are inspired to follow up their interests and to identify with their own work. Students are highly motivated and expected to have positive learning outcomes.

Contributing to interdisciplinarity: Students are encouraged to use methods and theories from different disciplines, especially the social sciences, which may create a deeper understanding for the opportunities that interdisciplinarity provides.

Contributing to real-life issues: By providing insights on current issues related to CSR not only to the students, but also to a larger audience invited to the screening of the videos, this class may enhance awareness for current problems and potential solutions.



Rotterdam School of Management Netherlands

Title of Innovation: First Year Online Goal-Setting Intervention
Submission Year: 2015–2016
Theme: Educational Technology
Primary Category: The Way We Teach: Pedagogy and Learning



Innovation Statement

RSM boosted academic achievement and retention rates, particularly for ethnic minority and male students through introducing an online goal-setting intervention for all first-year students.

The Story

RSM faced a seriously high drop-out rate among students in the first year of the BSc program, particularly among males and ethnic minorities. Business studies are popular, but research showed many students were undecided about what they want, thinking Business Administration is broad enough to find out what drives them, only to drop out anyway. It became clear that RSM needed to find a way to reduce the drop-out rate. RSM was aware of psychological interventions that may help students determine what drives them, and required students to complete an online, narrative, and multi-stage goal-setting intervention early in their first year.

This exercise required students to explicitly conceptualize, articulate, plan, and summarize their desired personal goals. In Stage 1, students detailed their desired and undesired futures in free-writing format, after being exposed to a number of priming questions. In Stage 2, students articulated, strategized, and justified the goals produced in Stage 1 in detail. In Stage 3, students participated in a portrait photoshoot and were asked to write a personal goal statement (such as “I WILL work as hard as possible to achieve my goals” or “I WILL sustain our world for future generations”). The photo and statement were published on the university’s website and Facebook page. The “I WILL” statement was meant to constitute a form of public commitment to the goal-setting process.

The Impact

The gender and ethnicity gap in academic achievement constitutes one of today’s key social problems. RSM assessed the effects of a brief, evidence-based online intervention aimed at enhancing goal-directed conceptualization and action among 703 first-year college students. The academic performance of these students was compared with three pre-intervention control cohorts, with particular attention paid to the role of gender and ethnicity. The intervention cohort showed an increase of over 20% in academic performance. Importantly, the intervention boosted academic achievement and increased retention rates, particularly for ethnic minority and male students, who had underperformed in previous years.

The gap in performance between men and women, and for ethnic minorities versus nationals, became considerably smaller within the intervention cohort. After Year 1, the gender gap closed by 98%, and the ethnicity gap by 38% (rising to 93% after the second year). All groups in the intervention cohort performed significantly better than control cohorts, but the effect was particularly large for males and ethnic minorities. The increase in performance was largest for ethnic minority males: they earned 44% more credits, and their retention rate increased 54%. Overall, the results indicate that a comprehensive goal-setting intervention implemented early in students’ academic careers can significantly and substantially reduce gender and ethnic minority inequalities in achievement.



St. Petersburg University, Graduate School of Management Russia

Title of Innovation: GSOM Talent-Up Mentorship Program

Submission Year: 2017–2018

Theme: Lifelong Learning

Primary Category: Enhancing Approaches to Leadership Education and Development



**Graduate
School of Management**
St. Petersburg University

Innovation Statement

Talent Up! is a unique project built on interaction between GSOM students and alumni, focused on experience exchange for the purpose of career and self-development, aimed at enhancing the network of GSOM business community.

The Story

The mission of the project is to provide each GSOM student with an opportunity to become a part of a unique communication framework. Within this framework takes place the transfer of professional and personal experience, knowledge, and corporate culture among the GSOM family generations. The project centered on the belief that joining the forces of GSOM graduates and students can achieve the stated goals, aiming at personal and professional growth. The project was initiated in 2013 in the form of guest lectures of GSOM alumni. In 2016 the organizing committee sought graduates who would like to serve as mentors. Forty students were matched to the selected mentors.

In 2017 the project was rolled out starting from the students' side. After CV screening and personal interviews, 25 students were selected across chosen professions and industries and were assigned to mentors within their desired field. The project kicked off with a joint campus meeting and continued with personal one-on-one consultations. Progress is closely monitored by organizers, and progress rate surveys are conducted regularly to determine the goals of the selected pairs, their pace, and overall experience with the project. Talent up! offers these services for students: advice on career and personal development; enlarging the professional network through communication with mentors; recommendations from thesis writing to business development; and energy and determination from communication with professionals/successful GSOM graduates in their fields of choice.

The Impact

Overall 65 students in 2016 and 2017 participated in the personalized mentorship program. Each GSOM student could become a participant. The open guest lecturers for the GSOM community were held five consecutive years. These actions have significantly enhanced the connection between the generations of the GSOM Family.

Mentor enjoys benefits, too, such as: realizing their social mission to influence the advancement of future professionals; socializing with interesting students in an informal environment; finding future employees; learning about the latest trends on the verge of business and education; becoming absorbed one more time by the GSOM family atmosphere.



Kozminski University Poland

Title of Innovation: iKozminski

Submission Year: 2015–2016

Theme: Digital Learning

Primary Category: The Way We Lead: Strategy and Administration



KOZMINSKI UNIVERSITY

Innovation Statement

KU launched iKozminski, a mobile phone application developed specifically for the KU community including, students, alumni, and support staff.

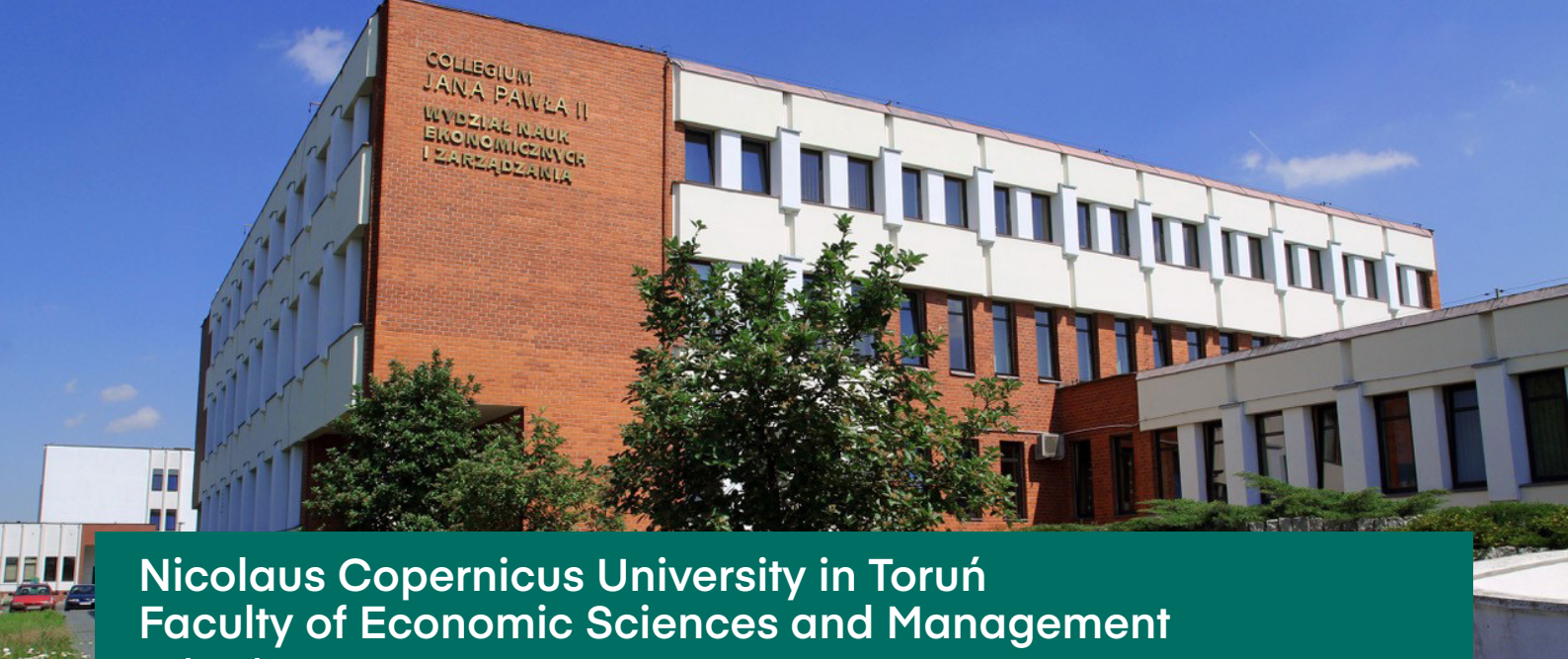
The Story

iKozminski has extended the existing channels of communication between the university and its students, who were previously using email and SMS systems. KU is the first university in Poland to offer such an IT solution to its students. iKozminski was developed specifically for Kozminski University's applicants, students, alumni, and staff. The iKozminski mobile application allows for: quickly becoming familiar with events taking place at the university; browsing a range of education and recruitment information; searching for information about KU lecturers, including rosters and schedules; student access to data related to the course of study; browsing the map and navigating the campus; accessing lists of data of other students and faculty.

This application is available both in the App Store and Google Play. Applications can be customized so the main screen can be personalized to suit individual needs. Most of iKozminski's features can be added to a home screen, where they will appear as widgets offering additional functionality. For example, the Time schedule will show the current day's timetable, and the Library widget will show the number of borrowed library books. Moreover, iKozminski can send notifications on new announcements in Virtual University, new grades, and dean's decisions.

The Impact

The application has become extremely popular among KU students and staff. Since most students are active smartphone users, the application quickly proved to be an effective channel of communication. Moreover, this is the students' basic tool for program-related content. The application features direct access to the newest job and internship offers available. Finally, because the university developed the app, it is part of a virtual community that is a natural environment for today's student.



Nicolaus Copernicus University in Toruń Faculty of Economic Sciences and Management Poland

Title of Innovation: : ICT Skills in the Field of Process Management Offered to FESM Students

Submission Year: 2016–2017

Theme: Digital Learning/Educational Technology

Primary Category: Engagement with Business



Innovation Statement

This project involved implementing specialized ICT tools in the field of process management into the process of student training. The result was an additional 202-hour training course conducted in the form of practical workshops.

The Story

The major reasons for the training project's implementation were: a need to use IT tools in the management of business processes; the demand for using specialized ICT tools in business activities; FESM's aspirations to shape specialized ICT skills in process management among talented students, which is in demand by the labor market. FESM has employed this training project in collaboration with a consulting firm specializing in process management since the 2015/2016 academic year. It was implemented to develop ICT skills in the field of process management, which are still unique but in demand in the labor market to increase the chances of FESM graduates in searching and landing attractive jobs.

The Impact

This 202-hour training session enables FESM students to gain specialized ICT skills that were not previously available in university curricula. The dominant part of the training is led by a specialist consulting company partnering with FESM on this project and which issues certificates confirming achievement of the course's competencies. These skills are intended to enhance FESM students' value in the labor market.

Bethlehem University Ibrahim Shukri Dabdoub Faculty of Business Administration Palestine

Title of Innovation: Annual Educational Business Market

Submission Year: 2017–2018

Theme: Practical Learning

Primary Category: Enhancing Approaches to Leadership Education and Development



Innovation Statement

Senior Seminar: Students' Educational Business Market

The Story

There are two main motivations behind this educational tool: first, students graduate with minimal practical involvement in the Palestinian market. Their involvement, prior to implementing this activity, was limited to some administrative work in local companies that they perform under the close supervision of a mentor selected by the school. No leadership positions were offered to interns during their study period. Second, unemployment rates in Palestine are high, so it became important to train students on how to run a small business, covering the numerous processes involved. The activity, available to seniors, occurs during one academic semester. Planning begins in January, and implementation takes place in April, while reporting and feedback presentation takes place in May before the semester's end.

Eight activities are conducted over the course period: students team up in groups of four to five, resulting in 24 to 27 groups presenting ideas to faculty members; faculty members evaluate the ideas presented and offer approvals, ensuring ideas are diversified and applicable given the limited space and time; students begin advertising and promoting their ideas on campus, using means available including social media (this is done under supervision to ensure zero violations); students begin planning by preparing a business plan, defining the product(s) they are working with, identifying, negotiating with, and contracting suppliers; in the week of implementation, students set up and decorate booths, intensify advertising, display their products, and prepare to operate; the school offers groups accounting software in which students enter their products using techniques such as bar coding; during the actual market days (four days), university premises are open to visitors, students, and the public; following the market, students are responsible to account. They return goods held on consignment to suppliers. They also report to the faculty with the results of operations.

The Impact

The activity has been of great educational value with these results: Students receive experience on planning and negotiation skills. They practice working in teams and following guidelines and deadlines. They also practice preparing business plans and budgets. Students are responsible for record-keeping and controlling activities and with feedback. Students learn about promotion and marketing activities. In sum, students practice most of the processes discussed in classrooms, and are allowed to make mistakes from which they can learn.

On a practical level, some students discovered their abilities to start and run a business. Commingling with visitors and customers over the market days and working closely with suppliers over approximately four months helped some students start their own businesses after graduation. This project opens the eyes of students and helps them build relations with suppliers and real area business operators. This exercise helps students develop new business ideas, evaluate their ideas in a small market, over a short period of time, with a low level of risk.



Ben-Gurion University of the Negev

Guilford Glazer Faculty of Business and Management

Israel

Title of Innovation: The Social-Economic Program for the Development of the Negev

Submission Year: 2016–2017

Theme: Sustainable Business/Engagement with the Industry

Primary Category: Engaging a Diverse Community



Innovation Statement

Business students of the GGFBM engage with SMEs and entrepreneurs in the Bedouin community who mentor and consult with them toward organizational sustainability.

The Story

The Social-Economic Program for the Development of the Negev of the Department of Management at the Guilford Glazer Faculty of Business and Management has defied the status quo of academic management, making positive paradigm shifts in the region, particularly with its program in the Bedouin community. Students acquire experience working in organizations, implementing academic knowledge. They encounter the consulting process from beginning to end, ready to take on managers at all levels. They face their potential for future involvement in the market. At the same time, the businesses and organizations benefit from new insights, real tools, and efficiency measures with the potential to strengthen their social-economic activities. Projects are carried out by seniors divided into teams of five, and each is headed by an esteemed business mentor/volunteer.

Each academic year, 32 SMEs and organizations representing a wide range of fields (traditional industries, hi-tech, tourism, leisure, education, etc.) across the entire Negev region, benefit from the academic accompaniment and advice from hundreds of GGFBM students at no cost. The SMEs, organizations, and mentors are chosen months before the academic year by the program director and faculty members involved. Together with the organization, each team defines the objectives and methodology, gathering comprehensive quantitative and qualitative information to formulate operational recommendations for the organization, as applicable to marketing, strategy, financing, and workforce. Throughout the process, there is continual contact with the organization, which receives intermediate and final recommendations comprising a business plan, a written report, and a summarizing poster. Students benefit from bi-weekly guidance from mentors, covering practical, professional, and academic aspects and when necessary,

students are aided by additional experts in content from the faculty. Objectives achieved include: implementation of academic knowledge in a commercial/public environment; practical experience in the preparation and presentation of a business plan; experience with teamwork and organizations, along with a positive contribution toward economic and social development in the Negev.

The Impact

Both students and organizations receive significant benefits from this project. Organizations benefit from a professional consultant working with students who tend to think creatively. The approach combines academic quality and professional vigor at no cost. This methodology makes vital and promotional advice available to populations and businesses that might be otherwise inaccessible or out of financial range. It also provides exposure to advanced managerial strategies that may not have been possible before. Results continue to provide benefits after the consulting process, encouraging ongoing improvement. Another important contribution is the creation of a contact network with other organizations using the projects, as well as with academicians from multiple fields. This creates a reservoir of potential candidates among the students who may be carrying out the annual consults. From the students' point of view, providing advice to a range of organizations and populations helps develop a broad, complex, and innovative view of management. It creates multi-cultural understanding and sensitivity toward others and their needs. Their social and value-based awareness is expanded, and students can internalize the importance of contributing the community.



American University in the Emirates College of Business Administration United Arab Emirates

Title of Innovation: Akademia

Submission Year: 2017–2018

Theme: Engagement with the Industry

Primary Category: Understanding Effective Leadership Development



Innovation Statement

Akademia is a web-enabled technology used by American University in the Emirates (Dubai, UAE) to advance learning, faculty reporting, and assurance of learning practices.

The Story

The pedagogical and learning facets of higher education seem to be as ever in symbiosis. Technology can improve the life experience, endorse dissemination of knowledge, and enhance instructional practices. As inspired by its motto, “pathway to success while nothing is impossible,” AUE has been excelling at and integrating its uses of technology to enrich and provide a learning experience distinct to its student body along the lines of its vision and mission. Akademia technology was motivated by the desire to provide faculty members a gateway to disseminate course and program-specific information within an environment conducive to teaching and of learning for students, while being web-mediated. The educational gateway within includes personalized dashboards by faculty, course material, class discussion rooms, coursework monitoring, and a submissions system as per assessment strategies engaged in, student presence system, syllabus builder, and other useful applications in relation to faculty reporting and assurance of learning activities and beyond.

The Impact

Faculty reporting per course and per program has been greatly enhanced, and is in a highly accessible format. Data is always up-to-date and consistent for reporting and analytical purposes. Analysis at the program and course level, in correlation to programs’ goals and courses’ learning outcomes has been efficient in such a centralized environment, for evolving curriculum mapping purposes under the assurance of learning umbrella. This is normally linked to faculty profiles for which current information is available, and allows for their developmental and evaluation data to be gathered.

University of Pretoria Gordon Institute of Business Science South Africa



Title of Innovation: The GIBS Ethics and Governance Think Tank
Submission Year: 2017–2018
Theme: Sustainable Business/Engagement with the Industry
Primary Category: Understanding Effective Leadership Development

Innovation Statement

To explore and influence how South African business can follow a more ethical approach, thereby building trust and helping to secure a more successful, sustainable future for the business community and the country.

The Story

The Think Tank has established itself as the country's pre-eminent platform for a national conversation about business ethics. This was achieved via a series of public forums featuring influential South African thought leaders. All forums have drawn large audiences and attracted substantial media coverage. It convenes and facilitates private dialogue forums between senior leaders from business and diverse societal stakeholders, including the public sector, labor, NGOs, academia, media, and student movements. These engagements are building understanding and trust an antidote to the potentially dangerous polarization threatening South Africa and generate insights and recommendations for business. Leveraging GIBS' educational platform as Africa's leading provider of MBAs and executive education, thought leadership generated by the Think Tank is disseminated to current and future business leaders through courses using innovative techniques that blend conceptual and experiential learning.

Research for case studies about ethical business models and practices in South Africa is underway. Case studies will be incorporated into the GIBS curriculum and used as a teaching tool, capturing practical experiences and insights to influence the approaches of a wider cohort of companies. The Think Tank is developing an ethics barometer for South Africa, using a research tool to engage with the business community as well as with diverse societal stakeholders. The aim is to better understand expectations and perceptions about business conduct, and offer practical recommendations about how to address the trust deficit and promote collaboration for collective impact.

The Impact

Since its launch in May 2016, the Think Tank has contributed significantly to the understanding and awareness of how South African business can: follow a more ethical approach in their relationships with key stakeholders such as employees, customers, investors, regulators, and NGOs; more effectively address fundamental societal challenges; shift the popular narrative and influence different societal stakeholders to increase their appreciation of its positive role and discover shared values and interests; and collaborate with different societal stakeholders to achieve collective impact. The Think Tank has also contributed to a "rebranding" or changing of perceptions about ethics, helping it be recognized as crucial to business success and economic growth and integral to corporate decision making. This means shifting ethics from the periphery to the center: moving beyond regulatory compliance so that it is less of a goal and more of an outcome, and moving beyond Corporate Social Responsibility so addressing social and ethical challenges becomes part of core commercial activities.



Lagos Business School Nigeria

Title of Innovation: Export Management Programme (EMP)
Submission Year: 2017–2018
Theme: Engagement with the Industry
Primary Category: Understanding Effective Leadership Development



Innovation Statement

Based on recent focus of the Nigerian government on promoting exports to aid diversification of Nigeria's monolithic economy, Lagos Business School in collaboration with Fidelity Bank Plc, and Nigerian Export Promotion Council initiated the EMP.

The Story

Oil exports have been the major source of Nigeria's foreign exchange revenue for over three decades. According to the National Bureau of Statistics report in 2017, crude oil accounted for 78.20% of Nigeria's export as of the second quarter of that year. Despite the Nigerian government's effort to diversify the economy and its sources of revenue, receipts from the oil and gas sector still account for the majority of the nation's total export earnings. Recent developments in the global market and oil sector in the country have made it necessary for the country to diversify its sources of revenue away from oil. Increasing non-oil exports and building strong and sustainable export capability is therefore central to Nigeria's diversification strategy. It is expected that increases in non-oil exports will increase wealth creation, create more jobs, and invariably reduce poverty.

Launched in 2016, the EMP is a sector-focused capacity-building program to deliver impactful, world-class export management education to aspiring and existing players in the non-oil export sectors of the Nigerian economy. The program covers an overview of Nigeria's export activities; understanding, selection, and implementation of supply chain management for exports; definition and implementation of financial management for exports; selection and application of ongoing export development business processes; definition and implementation of the activities required to make a product market-ready as well as assessing the potentials of becoming a successful exporter.

The Impact

Participants in the program have offered positive feedback in the early stages of the innovation's impact: "The EMP is very informative. It has saved me from potential pitfalls in my export business." "The program is an eye opener to the world of exports. Very educative."



University of Stellenbosch

University of Stellenbosch Business School

South Africa

Title of Innovation: The GLOCAL Classroom

Submission Year: 2015–2016

Theme: Educational Technology

Primary Category: The Way We Teach: Pedagogy and Learning



Innovation Statement

The University of Stellenbosch Business School (USB) launched a new technology-enabled program that makes extensive use of technology to create a GLOCAL (GLObal/loCAL) classroom with students simultaneously attending class in person or online.

The Story

The program is innovative in terms of content and delivery. Lectures are delivered in the GLOCAL classroom, enabling synchronous learning either by attending online or on-campus. The platform combines live-stream video functions, chat functions, sharing the whiteboard screen, and access to learning management systems for quizzes and multimedia content. The innovative use of technology applied to adaptive learning tools, online learning hubs, Google hangouts, flipped classrooms, and technology facilitated peer-reviews and remote assessments characterize the program—all USB and often continental firsts. A significant success occurred in using technology-enabled personalized learning pathways in Statistics and Accounting, in which students with no quantitative background shared the class with participants holding Masters and Ph.D. qualifications.

The innovative use of technology is also reflected in the curriculum with a unique subject (Digital Quotient) to equip managers to successfully lead in an increasingly digital world. Students learn to collaborate with others by using digital tools. Considering today's digital world, they argue the basic principles and importance of ethical behavior, and learn to make appropriate decisions in an environment that takes cognizance of all the complexities and opportunities brought about by digitization. Program content has a strong focus on entrepreneurship and innovation. There is a huge appetite for developing entrepreneurship skills on the African continent. USB believes strongly in the positive long-term impact of this program on African businesses.

The Impact

Showing high demand upon its introduction, the GLOCAL classroom was oversubscribed in its first year. In 2016 USB ran two cohorts, planning to attract an even higher percentage of students who work across Sub-Saharan Africa and/or are regular international work travelers. Enrollments for 2016 showed a greater African representation and extended into Asia for the first time. In 2015, almost half of the class engaged “always or mostly” online during weekly lectures. Online student performance indicates a positive effect on throughput and achieving learning outcomes. The impact of personalized adaptive learning software was tested using a control and experiment group. The experiment group using the adaptive learning software scored significantly higher when formally tested.

The use of an electronic adaptive learning approach found high acceptance among students because of the technologically enhanced learning environment. Student feedback provided clear evidence of the application of the content, but also the process in their own business environments. They shared how they transfer “incidental” digital skills to become more effective in their working environments. The strategic goal of this program to provide an avenue for access to programs at the Master's level, specifically MBA, has been achieved. Over 80% of the class qualified for admission to the MBA program. One measure of success is students who never considered an MBA but were attracted to the PGDip program extended their stay with USB and pursued their MBAs in 2016.



AACSB
Business Education.
Connected.

CHALLENGING CORE FOUNDATIONS

EXPLORING NEW HORIZONS & PERSPECTIVES IN BUSINESS EDUCATION



ICAM2019
S C O T L A N D

April 14–16, 2019 | Edinburgh, Scotland, U.K. | aacsb.edu/ICAM

AACSB



aacsb.edu

World Headquarters

777 South Harbour Island Blvd.
Suite 750
Tampa, Florida 33602-5730 USA
Main +1 813 769 6500
Fax +1 813 769 6559

**Europe, Middle East, and
Africa Headquarters**

UP Building, Piet Heinkade 55
1019 GM Amsterdam, The Netherlands
Main +31 20 509 1070

Asia Pacific Headquarters

331 North Bridge Road
#10-04/05 Odeon Towers
Singapore, 188720
Main +65 6592 5210
Fax +65 6339 6511