

ISM ANNUAL

IN THIS EDITION:

THE NEXT CHAPTER: ISM'S NEW FIVE-YEAR STRATEGIC PLAN

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THE NEW FACE OF ISM'S HOME ONLINE

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THE NEXT CHAPTER: ISM'S NEW FIVE-YEAR STRATEGIC PLAN

Dear ISM community,

More than a new year, the transition from 2018 to 2019 will mark another milestone in the history of our institution.

Looking back at the first 20 years of ISM's history, I feel a great sense of pride and accomplishment. ISM has grown into a well-respected and global actor in business education, and the quality and diversity of our programs have increased continuously. Each of our programs now counts hundreds of alumni, and the ISM community, which is comprised of prestigious leaders from around the world, is at the center of our institution and the heart of its vision.

Over the last five years, we implemented our previous strategic plan (2013-2018) with success exceeding our expectations. I would like to express my sincere gratitude to everyone that made this possible. Even during a time of economic and political uncertainty, ISM has strengthened its position and was able to adapt to the trends and issues that are shaping the higher education industry across countries and continents.

ISM's Executive Leadership Team, which I lead, is now looking toward the horizon to 2023. Our new strategic plan (2019-2023) will build on our past achievements while ensuring that we remain the innovative, international, and agile institution that was founded in the last century.

In the upcoming years, ISM will consolidate its position while seeking to develop and innovate in specific areas. We will continue to focus on its previous four strategic priorities (student and alumni focus; innovative curriculum; international presence and reputation; and faculty development), but we will also concentrate our efforts on two additional strategic priorities: diversity and inclusion as well as information management. The importance of issues around diversity and inclusion, especially when considering the nature of our institution and its community, in addition to the exponential IT opportunities and challenges of today's world, are leading us to implement new projects and significant investments in these two strategic areas.

I am personally thrilled about what awaits ISM in the five years to come, and I am incredibly confident in the strategic plan we have conceived as a guideline for our continuous growth and improvement. This plan will affect the entire ISM community, and its success will depend on your involvement. I invite you to join me for two online conferences that we will organize early this year in which I will explain our institution's plan and its detailed strategy to the members of our community.

I wish you and your families all the best for 2019, and I'm looking forward to seeing you at one of ISM's many events this year.

Best regards,

Maurice R. Forget, LLM
Executive Director

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HOW ISM CONTINUES TO MAKE AN IMPACT

César Baena, PhD, Dean and Director of Doctoral Research

The business school of the future should provide opportunities for the exchange of innovative ideas about economic, business-related, and societal issues. Two clear examples showing how ISM has wholeheartedly embraced this role are the ISM Journal of International Business and our annual business plan competition, Pitch in Paris

In June 2018, another issue of the ISM Journal of International Business came out. The recently revised version of the journal combines academic rigor with visual appeal. With its international character, diversity of thought, and commitment to excellence, the journal is ISM’s scholarly platform for the exchange of thought-provoking ideas and creative solutions. For the most recent edition, we received a significant number of submissions. We published six papers on topics ranging from entrepreneurship in Brazil, corporate social responsibility (CSR) in Africa, the future of work, data science and analytics, young entrepreneurs, and women leaders in Kenya.

Consolidating its foothold in the international entrepreneurship and innovation scene, in November ISM hosted its second international

business plan competition. This year, Pitch in Paris was part of the ACBSP Region 8 Conference organized by the school. Pitch in Paris was held at the beautiful Maison de L’Amérique Latine, a few minutes away from ISM. ISM’s location in the center of Paris gives its community privileged access to major corporations, business leaders, entrepreneurs, and government decision-makers, all in historically and culturally charged settings. Like last year’s competition, the call for business plans was international. Eight business plans were selected based on their innovative character, financial feasibility, and contribution to solving societal problems. Five seasoned VCs made up the group of judges. Following the event, business plan pitchers, judges, and members of the audience were able to exchange ideas and explore possibilities for future cooperation.

I am certain that 2019 will also be full of exciting achievements and events for the ISM community and usher in new opportunities to expand ISM’s reach and impact.

ISM MAKES 2019 QS GLOBAL MBA RANKINGS

We are proud to announce that one of ISM's MBA programs ranked #151-200 out of 251 business schools around the world (and #51-60 out of 74 business schools in Europe) in the **2019 QS Global MBA Rankings**.

The 2019 Global MBA Rankings includes 251 MBA programs from 37 countries and highlights the best MBA programs globally. Schools are ranked on five key indicators: employability, entrepreneurship & alumni outcomes, return on investment, thought leadership and diversity. Among the five indicators evaluated by QS, ISM scored higher than the global mean in diversity and employability.



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www.TopUniversities.com



TRENDS IN E-LEARNING: WHAT'S SHAPING THE FUTURE OF EDUCATION?

Desmond Cooney, PhD, Associate Dean

The quest for more advanced ways of learning and sharing knowledge is driving technological developments in the education sector. We live in a world where modes of gathering information are rapidly changing. Instead of going to a library for answers, we now turn to Google. Technology allows us to access and consume knowledge in new and exciting formats.

E-Learning is gaining traction as technology becomes more affordable. The up-front cost of content development remains a barrier because of the amount of effort required to develop an e-learning course versus opting for instructor-led training. However, e-learning does have more to offer over time because of its scalability. There are no size limits on virtual classes, allowing institutions to expand their reach to a much larger student body.

Outlined below are a selection of e-learning trends that are gaining momentum in the educational arena.

Microlearning

Content in educational programs needs to be both relevant and engaging. Microlearning allows institutions to deliver just-in-time education using easily digestible bits of information, such as video-based tutorials, interactive video, short games, and quizzes. This approach involves using targeted modules with specific learning objectives designed to address particular questions the learner may have on a subject. These can be delivered in bursts – punctuated by calculated breaks – to keep learners active and engaged. If students are presented with learning in manageable chunks, there is a higher probability of course completion.

Customized Learning

It is common practice for many institutions to test the ability of students before they enter a program. In the present era of customized learning, students sit a pre-test on a certain subject in order to gauge their level of understanding on a range of issues. Areas in which the student receives low scores are flagged and specific material or modules are automatically provided from the educational resource library for the student to work on so they can improve their knowledge. Technology is delivering more reliable methods for the assessment and measurement of student performance; this should lead to improved learning outcomes.

Artificial Intelligence

Artificial Intelligence (AI) is having an increasing impact on our daily lives. Improvements in AI will enable course materials to be reused and therefore reduce the level of expenditure on content development. AI systems offer e-learning tools that can process and respond to learners' queries in real-time. Information about course theory, assignments and grading are now readily accessible on platforms. AI also has the ability to create articles, provide reasoning, and deliver guided instruction on specific subject matter.

AI systems have developed proficiency in language recognition, allowing students from different cultures to learn in their mother tongues. An AI assistant can be embedded in an e-learning platform to interact with students and address their needs. Such machine learning-enabled chatbots will eventually be programmed to respond to questions on specific topics or disciplines. These smart apps will give learners access to information as and when they require it.



Gamification

One of the greatest challenges in e-learning is making the learning experience more appealing to the audience. More and more educators are aiming to design content that can engage and meet the needs of a diverse range of learners. When an instructor is removed from the equation, it is often solely up to course content to capture and retain the attention of learners. The conventional methods of transferring knowledge in e-learning courses include the use of media such as videos and audio clips; these can be enhanced by adding interactive elements such as clickable buttons. They are, however, limited in the level of interaction with the content they can offer learners.

The use of role simulation and games as learning tools has changed the learning landscape. Participating in games is often an enjoyable experience and can help develop crucial social interaction skills. There is always a sense of accomplishment when we succeed at a game. Learning how to solve problems and develop strategies to win are good for self-esteem and add to the cognitive learning process.

Elements of a course on subjects like operations management or sales training can be gamified, with participants adopting active roles in order to garner information about a particular discipline. By investing time and energy into the game, learning can become fun and knowledge can be retained for longer periods.

In the workplace, the customization of courses can also help employers with procedural training for their staff. The features of game-based content must be methodically designed and developed so that employees can fully immerse themselves in the learning process. Games that require teamwork, coordination, and collaboration are likely to result in a more effective knowledge transfer to participants.

The concept of 'learning by doing' is widely practiced in education. However, the potential for using games and simulations as learning tools may revolutionize education as a whole. Given the popularity and attraction of this form of learning, the more educators embrace gamification as a method of instruction, the greater the demand for this type of participative learning will be.

Mobile Learning

Portable devices have great potential for changing the learning environment. The development of mobile communications and wireless networks across the globe offer an opportunity to extend education beyond the traditional classroom setting. Mobile learning allows instructors to interact with students in real-time. With smartphones, tablets, and mobile devices becoming increasingly accessible and affordable, more people now have the option to access e-learning platforms.

Being able to leverage the technology of mobile communication creates great capacity for growth in the e-learning sector and will help institutions become more responsive to the needs of their stakeholders. As the trend for working remotely continues, the demand for mobile and customized learning solutions will only increase.

E-Learning – Anytime, Anyplace

The increasing incorporation of technology in education means that we are no longer dependent on university-led instruction for our development. E-learning allows people to continue working while expanding their knowledge and honing their skills. Being able to enroll in courses without time or geographical constraints creates a win-win situation for all. In this new world of emerging technology, there might soon be no need for human instructors!

ACADEMIC DEPARTMENT UPDATE

Matthew Andrews, PhD, Director of Academic Affairs

ISM's 2018 Cape Town Program

At the end of October 2018, I had the pleasure of participating in ISM's Cape Town Program in partnership with Stellenbosch University in Stellenbosch, South Africa. Dr. Tobias de Coning, who is a member of ISM's core faculty and an academic and former head of Strategic Initiatives and Human Resources at Stellenbosch University, facilitated the program and taught two of the courses. As part of his course Innovation & Internationalization of South African SMEs, Dr. de Coning organized visits to local enterprises, including Fair Cape Dairy and Kanonkop Wine Estate. He also took us on a visit to LaunchLab, a business accelerator to boost entrepreneurship on the university's campus.

During the program's second course, Futures Thinking: Options for Alternative African Futures, Dr. Morne Mostert taught us a fascinating way to reflect on our conception of the future. He also provided the framework to devise multiple alternative visions for the future. My take on his course is:

1. The future is almost never what it's predicted to be because predictions are based on many assumptions and ways of thinking which are rooted in the past.
2. There are vast amounts of resources available now which many have probably never even thought of using to envisage the future.
3. Dr. Mostert's wonderful optimism for the future of Africa is contagious.

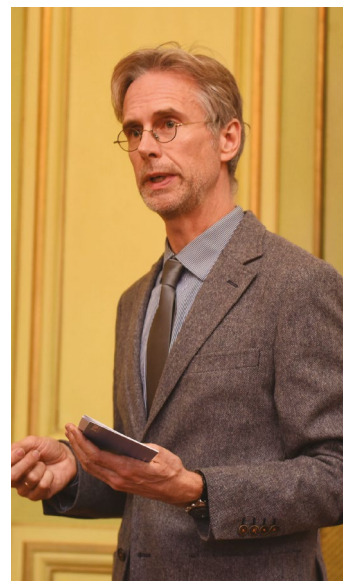
I hope the students who were there with me agree and enjoyed our week in Cape Town as much as I did.

The ACBSP International Council (Region 8) 2018 Fall Conference in Paris

From November 15-17 2018, at the Maison de L'Amérique Latine near ISM's HQ, ISM hosted The Accreditation Council for Business Schools and Programs (ACBSP) International Council (Region 8) fall conference in style. Events included two days of presentations and workshops, a site visit to Paris' largest start-up campus, Station-F, and a dinner cruise on the Seine. We welcomed participants from Kuwait, Lebanon, Switzerland, the Netherlands, Spain, the United Arab Emirates, Kazakhstan, the Czech Republic, and Mongolia. We even had participants attend from outside Region 8 from countries such as the United States, Mexico, and India.

This year, I am the chair of Region 8, which covers Europe, the Middle East, Africa, and part of Asia. The main responsibility of the regional chair is to host the fall conference. We were privileged to have Shemin Hirji-Nurmohamed, Global Vice President of Business Strategy at Pitney Bowes, France, and author of the book *Outshine*, as our keynote speaker. Our theme this year, "The Art of Developing Entrepreneurial Leaders," was perfect for ISM; it clearly inspired several of our students, faculty, and alumni who delivered some excellent presentations, notably Phil Hirsch, Maria Pressentin, Peter Bamkole, Michael Neubert, Nour Naboulsi, Ivonne Chirino-Klevans, and me.

Yvonne Jouffrault, Founder and Chief Innovator at Tour Buddy Apps, won the award for the best non-academic presentation for her presentation entitled "The Art of a Start-up." I am especially proud that our own PhD candidate, Maria Pressentin, won the award for best academic paper/presentation. As the winner of this regional award, Maria's paper/presentation will be competing for the Best of Regions Excellence Award at the ACBSP's annual conference next June in Houston, Texas. We wish her luck!



DBA OR PHD – WHICH DOCTORAL DEGREE IS RIGHT FOR ME?



Sara Stivers, MEd, Admissions Officer

ISM offers two options for doctoral degrees: the Doctor of Business Administration (DBA) and the Doctor of Philosophy in International Business Management (PhD). Candidates often ask which of these two degrees is the best fit for their objectives and profile. Here, I outline the major differences between the two programs.

The DBA is a good fit for candidates with careers in industry who want a professional doctorate. Many candidates choose the DBA for the intellectual challenge, to address a relevant research topic within their business, to prepare for a move into a senior executive management role, or to start their own business. DBA candidates have a practitioner's approach that applies research to current business issues in order to find solutions and improve business practices. The DBA curriculum at ISM totals 54 credits and has a multidisciplinary approach.

The PhD is a good fit for students who want a traditional qualification for careers in academia, either as a professor, researcher, or administrator. PhD candidates will create original, scholarly research to address a gap in understanding that expands the field of knowledge in management studies. Many PhD graduates go on to work in academia, consulting, policymaking, or other executive-level roles. At ISM, the PhD totals 68 credits, integrates a teaching requirement, and allows for specializations.

Regardless of which doctoral degree you choose at ISM, both programs are designed for working executives with significant professional experience who are ready to take the next step in their education and careers. The DBA and PhD at ISM provide flexible learning options with both in-person and e-learning courses, as well as access to ISM's outstanding network of students, alumni, and faculty. While the differentiating factors listed above are guidelines for selecting a program that best suits your needs, we have graduates from both the DBA and PhD programs who pursue careers in academia and industry, so you are not necessarily limited by your choice. We also encourage you to do research in your own country to see the paths that both degrees offer locally.

Need help deciding? An admissions officer can help you go through your options in detail to see which degree will best suit your professional and personal goals. Schedule a call today!

BECOME AN ALUMNI STUDENT AMBASSADOR

ISM is built on a strong tradition of academic excellence.

Our impressive global network is both a powerful motivator for new students and an effective way for graduates to stay connected. As a successful member of our alumni, you're in a position to share your wealth of knowledge and spread the ISM culture. By encouraging business leaders and talented students from your community to apply to ISM, we can continue to develop our portfolio of students with the industry's very best.

As an Alumni Student Ambassador, you'll provide the one-on-one interaction, personal attention, and encouragement that can make the difference between a student in your community choosing ISM or another school. Providing your perspective as an alumnus is the most important part of the program.

Being an Alumni Student Ambassador will provide a way for you to stay involved with the ISM community. This ensures that there's an avenue for the future business leaders of your home community to join ISM. Beyond the satisfaction of creating a valuable mentoring relationship, you could be invited to attend our events in Paris and New York with travel costs covered.

READY TO GET INVOLVED?

Contact Alison Knight at alison.knight@ism.edu

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 Student Services Coordinator (stephanie.naudin@ism.edu), and we'll post them on our social media.

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



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INCLUSION: THE KEY TO SUCCESS



Stephanie Naudin, Student Services Coordinator

Since the summer of 2017, ISM's General Director Alison Knight and I, with the indispensable help of Professor Kimberly Reeve (ISM Class of 2016), have been working on diversity and inclusion initiatives for ISM. As an undergrad, I was a women's studies minor, and my aspiration at the time was to start my own women's news magazine. I never thought that I would go from a career in editing to one in higher education, but here I am, and I must admit that the work I've been doing with ISM on this project has been extremely interesting and fulfilling.

ISM has over 250 enrolled students and more than 500 alumni, representing about 131 nationalities. Needless to say, diversity is not something we lack. But for diversity to work, you have to have inclusion. In education specifically, inclusion is about "removing barriers to learning" (Tale & Romm, 2018, p. 109). It means creating an environment where everyone feels equally valued and represented (Shorter-Gooden, 2013). The ultimate goal of our research and initiative is equal participation and success for all individuals at ISM.

Since we came up with this idea, Alison, Kimberly, and I hit the ground running, roping in ISM's Librarian Judy Knight to help us tackle the research. We knew if we really wanted to make a difference at ISM, we were going to need full institutional support. As stated in a guide published by the American Council on Education, "The most important variable determining the success of a campus diversity effort is the degree of commitment and support from senior leadership" (Williams, 2013, p. 9). We needed ISM and its management to back our plan, but we also needed ISM's philosophy as an institution to embrace and embody it. The only way to capture our audience's attention was to speak their language, so we did research, and then some more research, to present benchmarks, statistics, and expert findings that

no one could argue with. Professor Reeve was a huge help in shaping our research parameters and conducting the grueling quantitative data analyses that brought our point home. I'm not saying that ISM wouldn't have supported our idea without all this work, but we wanted to make sure that there was no way we were leaving that meeting without a yes.

After getting the official green light from the Executive Leadership Team and the Board of Directors, we were ready to share our findings with the rest of the world. In January 2018, we submitted a proposal to the Graduate Management Admissions Council (GMAC) Annual Conference to present our research on diversity and inclusion and how it relates to retention and graduation. When our proposal was accepted one month later, I couldn't believe it! We had been selected to talk to a crowd of industry professionals about what we'd been doing. What we had to say actually mattered to someone other than our internal community!

I was really excited about going back to Boston, home of my alma mater Boston University, but I was also really nervous about presenting for the very first time. ISM Admissions Officer Sara Stivers came with me to co-present and to attend the other workshops and presentations geared towards admissions personnel. What I didn't expect was the number of other sessions happening about diversity and inclusion! It really validated my feeling of the importance of these issues in higher education. Being a conference on American soil, GMAC hosted a lot of discussions related to American ethnicities which do not relate to the way we do things at ISM. In France, it is illegal for an organization to collect and even ask for information related to a person's race, ethnicity, religion, political affiliation, sexual identity, and any other personal identifier that could leave someone open to discrimination. Because we can only ask about someone's place of birth, country of



citizenship, gender, and age, we limited our research to nationality and gender, and I think that gave us a good snapshot of our population. One tricky part of the research we conducted at ISM was the number of dual citizens we have in our community, myself included. We truly are global citizens, and that's not always easy to document or track.

To help you feel included (pun intended), I will share with you some of the benchmarks that we presented at the conference:

- Women account for approximately 36% of all MBA enrollees and 42% of doctoral enrollees in business schools (AACSB, 2014, 2017).
- While women make up more than 50% of graduates from master's and doctoral programs in the US (all disciplines), they only comprise 25% of the tenured faculty (Social Sciences Feminist Network Research Group, 2017; US Department of Education, 2015).
- Students identified as underrepresented perform better in an environment where they have role models, such as professors, that they can relate to (Chen & Yang, 2013).
- For every 10% increase in racial and ethnic diversity on the senior-executive team, earnings (EBIT) rise 0.8% (Hunt, Layton, & Prince, 2015).
- Organizations with the most gender diversity in leadership positions are 15% more likely to exceed the industry average (Hunt, Layton, & Prince, 2015).

As an international business school responsible for training global business leaders, it is not only our duty to take diversity and inclusion seriously for the experience and ultimate success of our students but also for the success of our school in a competitive market. I look forward to seeing what the rest of our efforts will bring, and I am sure

that it will be to the benefit of the school as a whole, but also for you.

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HOW NEW TECHNOLOGIES COULD IMPROVE EDUCATION FOREVER

Mark Esposito, ISM DBA Alumnus

In this era of machine meritocracy, the traditional systems of learning and education must be changed to match the reality of a future dominated by phenomena such as blockchain and artificial intelligence.

Self-education at home is already a reality, as web-based learning through the likes of Khan Academy, Coursera, TED, Wikipedia and YouTube are among the most prominent free knowledge hubs in the world.

Yet despite all these developments, within conventional methods of education, there is less focus on individual self-development than there could be. Many students often don't understand why they are learning the materials they're expected to learn, which makes classes feel arbitrary and purposeless. Learners are forced to adhere to strict timelines as opposed to pursuing creativity and curiosity, and an emphasis on grades translates to a constant fear of failure. Teachers, on the other hand, have a lot on their agenda – from lesson and assignment planning to teaching, grading and giving students individualized attention.

So how could education be improved and taken to the next level? New technologies such as blockchain and artificial intelligence could play an important role.

The blockchain is a highly transparent, resilient and efficient distributed public ledger, in which a cloud-based ledger or

database is spread geographically across a peer-to-peer network of computers. As such, it is a global and open resource in the sense that no company or person owns the technology, and it does not rely on a trusted third party.

So for education, blockchain technology can mean more than just the use of big data, social web, MOOCs (massive online open courses) or virtual reality. Education managers can use blockchain technology in specific areas such as recording student information, developing new models of learning, and tracking the cost of education including student debt.

Take learning models. Many educational institutions are still focused on the "broadcast" model of learning in which the teacher is the broadcaster and the student is the supposedly willing recipient of a one-way message. This model of learning is no longer relevant for a new generation of students who seek to actively take part themselves in the future of learning. Blockchain provides a platform for such collaboration, where there is an exchange of ideas and concepts coupled with a tracking system for student results.

As for student debt, which has risen sharply along with tuition fees, blockchain and other technologies can help education managers find alternative means to loans. For example, initiatives such as Learning Is Earning are based on a model in which

students are given options to pay down their student loans by teaching other students or by applying their new knowledge in the job market immediately. Employers may even be willing to pay for a student's entire education in exchange for a cut of the student's future earnings on the blockchain.

Artificial intelligence, the use of computer systems for tasks that require human decision-making capabilities, could be used in higher education for the likes of tutoring and robot writing. While we may not see human-like robots acting as teachers anytime soon, AI can help educators develop a more personalized form of learning by gleaning patterns from data and offering insights to point individual students in the right direction. In addition, AI can help develop custom textbooks to change teaching from general knowledge to mastery in learning.

These new forms of education may sound fantastical but are all achievable via smart integration of design, technology, and vision. The one certainty about the future ahead is that it'll rock the present to its very core, and given the way that blockchain and artificial intelligence are moving forward, it seems like we have an unprecedented opportunity to turn education into anything one can imagine.

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THE NEW FACE OF ISM'S HOME ONLINE

Karla Watson, Digital Marketing and IT Coordinator

Over the last year, ISM has undergone an extensive rebranding project that's seen the development of new marketing materials, the reinvention of some of our previous publications, and even the creation some highly sought-after ISM merchandise. One of the central pieces of ISM's rebranding was the revamp of our website, launched in December 2018.

Conceived by our external marketing agency, Net Natives, and brought to life by ISM's industrious IT Team, the fully responsive and bold website was designed to reflect the pillars of ISM's brand. Agile, timeless, global – these are the values we wish to convey.

Paring down our once sprawling website of approximately 1100 pages to 425 pages was difficult, but this exercise has produced a focused and uncomplicated hub for interacting with ISM for prospective and current students, faculty, and alumni. More than just enhanced visual appeal and improved usability, the revamped website provides many opportunities for the members of the ISM community to engage with us.

Share Your ISM Experience

The refreshed website includes a vibrant student testimonials section that dynamically displays the richness of our global community. Share your ISM experience by filling out our new student testimonial form at www.ism.edu/ismexperience. Your testimonial will be shared on the website and on ISM's social channels, and you could be featured in one of our regular newsletters.

We aim to keep our community empowered and engaged. As a part of ISM's Diversity and Inclusion Committee's initiatives, we've also provided a way to give feedback on your experience that will be central in shaping internal policies and tackling what's next for ISM. Visit www.ism.edu/feedback to share your thoughts.

Stay Up to Date with News and Publications

ISM strives to publish content that is thought-provoking, innovative, and influential. Explore the latest issue or read previous issues of the *ISM Journal of International Business*, see our bi-annual newsletters, or read ISM's recently launched diversity and inclusion magazine, *Perspectives*.

The new website's enhanced news feed has been combined with our student blog posts. Read or share stories from ISM students and alumni. Don't forget — we're always looking for new voices, so we welcome regular guest blog posts. Contact me at karla.watson@ism.edu if you would like to contribute.

I invite you all to visit us at www.ism.edu to see the new face of ISM's home online, and I congratulate those who assisted with the completion of this immense project.



FOR LEADERS

ISM IMBA

ISM DBA

ISM PHD

ISM SELECT

We are the International School of Management (ISM) – a specialized business school based in Paris, France, with partner institutions on four different continents.

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KIMBERLY REEVE



MICHAEL NEUBERT

TEACHING EXCELLENCE AWARDS 2016-2017: WINNERS ANNOUNCED

We would like to congratulate the recipients of ISM's 2016-2017 Teaching Excellence Awards, Professors Michael Neubert and Kimberly Reeve. The winners were selected based on student evaluation scores, informal feedback, and dedication to the ISM community.

Dr. Michael Neubert has been teaching for ISM and our external programs since his graduation from our PhD program in 2015. He teaches Valuation and Acquisition, Strategic Management, Venture Capital and Private Equity, Corporate Entrepreneurship, and various finance topics for both our master's and doctoral candidates. He also lectures International Entrepreneurship and Intercultural Management at other universities like the University of Vorarlberg, the University of Liechtenstein, and the German-Paraguayan University among others.

Professor Neubert is a member of ISM's core faculty and chair of the Strategic Management Committee. He is an active researcher in international entrepreneurship and publishes his research results in peer-reviewed academic journals. His current research interests include the early and fast internationalization of high-tech start-up firms as well as the concepts of lean and digital internationalization. He is the CEO of C2NM LLC, a Swiss consulting firm specializing in the field of international and intercultural management. Lastly, Professor Neubert is a partner of a private equity firm, which invests in high-tech start-up firms. He supports the portfolio companies in the early and fast internationalization of their products and business models.

Dr. Kimberly Reeve graduated from ISM's PhD program in 2016. For the last two years, she has taught Social Entrepreneurship and Management and Leadership of Non-Profits for our master's and doctoral candidates at our New York partner location, St. John's University. She has played an active role in our diversity and inclusion initiative by drafting and presenting a paper on our research at the IABS Conference in Hong Kong last year and chairing the Diversity and Inclusion Committee.

In addition to her work at ISM, Professor Reeve is an associate professor of business and the director of the NYC City Semester – Business program at The King's College in New York City. She is also an adjunct assistant professor of business at the Zicklin School of Business at Baruch College in New York City. Prior to joining King's College, Professor Reeve worked as a management consultant and had the opportunity to work with business and non-profit clients throughout the US, Europe, South America, Africa, and Asia. Her research interests include mergers and acquisitions in the non-profit sector, measuring impact in social enterprises, the economic impact of corporate social responsibility initiatives, and identifying effective means of scaling enterprises.

Congratulations to both winners. The award is well deserved, and we thank them for their continued support of ISM and our students.

WELCOMING ISM'S NEW FACULTY

This year ISM is thrilled to have welcomed several new faculty. These brilliant minds are shaping the future of business through their work inside and outside the classroom.



Linda Benrais joined ISM in 2018 to teach the business ethics and leadership course to our master's and doctoral students in Paris. She is an adjunct professor of comparative law and mediation at ESSEC Business School, and director of its IRENE Governance and Conflict Resolution Program. She is an accredited international mediator in Paris and London, holds a PhD in European public comparative law, and coordinates international and European programs related to governance, human rights, and international mediation. Prior to joining ESSEC, Dr. Benrais was the Director of ACOJURIS/JCI, the agency for international legal cooperation mandated by the French Ministry of Justice. She has 18 years of experience as an EU legal consultant and trainer in international legal cooperation, legal and judicial reforms, international mediation and other alternative dispute resolution (ADR) in all the Eastern European countries (including the Balkan region), the Middle East, North Africa, and Southeast Asia. She is the author of a book on mediation and ADR, and of other articles in peacebuilding and conflict prevention.



Hughes Chenet co-founded the 2^o Investing Initiative [2^oii] think tank in 2012 and has been Non-Executive Director since 2016. 2^oii develops climate and long-term risk metrics and related policy options in financial markets. He is a climate and sustainability interdisciplinary researcher, holding an honorary senior research associate position at University College London (UK), and a research associate to the Chair of Energy and Prosperity at X/ENSAE/ENS (France). Dr. Chenet worked as a sustainability and risk expert for a finance and management consultancy from 2007 to 2012 and holds a PhD in geophysics. He started his career on planetary science at the Institute of Earth Physics of Paris and the Japan Aerospace Exploration Agency. He will be teaching a course on sustainable business development to our doctoral candidates in the spring of 2019.



Tamás Landesz is an ISM PhD alumnus (Class of 2016) and member of Michael Porter's academic network, lecturing on the microeconomics of competitiveness. He is Director of Administration and Finance and member of the Senior Leadership Team at the World Health Organization's International Agency for Research on Cancer (IARC) based in Lyon, France. Previously, he held senior positions in intergovernmental development organizations and advised governments including the Organization for Security and Co-operation in Europe (OSCE), the European Defence Agency (EDA), United Nations Peacekeeping Operations (DPKO), and the Office of the Prime Minister of Lebanon. He has worked directly in complex conflicts across four continents, including the regions of the Balkans, Caucasus, Central Asia, the Middle East, North Africa, and South America. Dr. Landesz was awarded the title of Young Global Leader by the World Economic Forum in 2010, where he remains actively engaged as an alumnus supporting multi-disciplinary projects aiming to improve the state of the world.



Frederick Lane is an author, attorney, educational consultant, and lecturer based in Brooklyn, NY. He is a nationally recognized expert in the areas of cybersafety, digital misconduct, personal privacy, and other topics at the intersection of law, technology, and society. Dr. Lane has appeared on “The Daily Show with Jon Stewart,” CNN, NBC, ABC, CBS, the BBC, and MSNBC. He recently taught ISM’s first course on cybersecurity in Paris. He has written nine books, including most recently *Cybertraps for Educators* (Mathom Press 2015) and *Cybertraps for Expecting Moms & Dads* (Mathom Press 2016). He is currently working on his newest book, *The Rise of the Digital Mob* (Beacon Press 2019).



Deanne Larson graduated from ISM with a PhD in February 2018. Since then, she has published an article in *The ISM Journal on International Business* and has taught digital marketing online to our master’s and doctoral students. She is an active data science practitioner and academic. Her areas of research include data strategy, data science, and project management. She holds Project Management Professional (PMP), Certified Business Intelligence Professional (CBIP), and Six Sigma certifications. She attended AT&T Executive Training at the Harvard Business School focusing on IT leadership and at Stanford University focusing on data mining, and holds a master’s in analytics from New York University. She presents several times a year at conferences for TDWI. Dr. Larson is Principal Faculty at City University of Seattle and has consulted for several Fortune 500 companies.



Wendy Wan was trained as a personality and social psychologist. She obtained a Bachelor of Arts in English literature, a Master of Philosophy and a Doctor of Philosophy in personality and social psychology from the University of Hong Kong. She is a registered psychologist at the American Psychological Association and the Hong Kong Psychological Association. Besides being a dissertation adviser for ISM, Wendy recently taught international organizational behavior for us online. She is also a professor of international business at Tunghai University in Taiwan. In this capacity, she is working on two types of projects. First, she is working on research projects with a focus on evolutionary psychology. Second, she has consultancy projects for business organizations; she helps companies from mainland China and Taiwan to develop the capabilities to succeed in international markets and to manage customers and employees of diverse cultural backgrounds.

HIGHLIGHTS & ACHIEVEMENTS



On November 17, 2018, ISM PhD candidate Maria Pressentin won the Best Paper Award at the ACBSP Region 8 Fall Conference hosted by ISM in Paris. Her paper was titled “Ingredients for Social Entrepreneurial Leadership: Self Mastery, Networks, Work Values, and Competence.” As the winner of the Best Paper Award, Pressentin will compete for the Best of Regions Excellence Award at the ACBSP’s annual conference in June 2019 in Houston, Texas. Find the full conference proceedings for 2018 on the ACBSP [website](#).

ISM professor Ivo Pezzuto contributed to an article in *Forbes*. In the article titled “This Chart Explains GM’s Woes Better Than Blaming Trump” Pezzuto argues that the current challenge to the auto industry in the US is not only due to trade war threats and tariffs but also to changing consumer habits, and tastes, such as the shift towards sharing economy models and preferences for innovative, green and eco-friendly vehicles. [Read the full article here.](#)

ISM PhD candidate Tara Heusé Kenyon was featured on the cover of the November 2018 issue of *Banking CIO Outlook* magazine. Kenyon is CEO of Kentara Analytics which was named one of the Top 10 Banking Analytics Solution Providers of 2018 by the magazine. [Read the full issue here.](#)

On November 29, 2018, ISM professor Daphne Halkias participated in an online expert panel facilitated by Business Fights Poverty, a network of business and development professionals collaborating for social impact. The topic of the panel was the role of business in education and training for sustainable development. [See the full list of participants and questions here.](#)

ISM PhD alumnus and professor Michael Neubert presented three articles at the 11th annual conference of the EuroMed Academy of Business, which took place September 12-14 in Malta. The papers that he presented were titled “SMEs Perceptions on the Impact of Digitalization on Internationalization,” “Corporate Valuation of SAAS Companies: A

Case Study of Salesforce.com,” co-authored with ISM International MBA student Benjamin Cohen, and “Impact of Business Intelligence on Export of Software Firms in Emerging Markets” with Augustinus Van der Krogt. For more information about the EMAB Conference, [visit](#).

ISM PhD candidate Ram Ramachandran authored an article in the CEO Insights section of *Silicon India* magazine on workforce development. The article titled “Cognitive Process Automation - Digital Workforce Revolution” explores how rapid advancements in technology are impacting businesses and how we work. [Read the full article here.](#)

ISM professor Jack Hampton was named a 2018 Risk All-Star by *Risk & Insurance* magazine. Dr. Hampton received the award because of his passion for risk management education and his innovative teaching practices that have had an impact on the business program at St. Peter’s University. Dr. Jack Hampton is a member of ISM’s core faculty and professor of business and Director of Graduate Business Programs at St. Peter’s University. [See the full profile here.](#)

ISM PhD candidate Adriana Torres won a Hispanic Engineering National Achievement Award (HENAAC) for Executive Excellence from Great Minds in STEM (GMiS). The HENAAC Awards are part of an annual conference, organized by the non-profit GMiS, that recognizes the achievements of America’s top engineers and scientists within the Hispanic community. Torres is Senior Vice President Global Head of Customer Support for Hospitality and Food & Beverage at Oracle and a member of ISM’s Diversity & Inclusion Committee. [See the full list of award winners here.](#)

ISM DBA candidate Sochi Iwuoha co-authored a report for the Canadian Energy Research Institute. The report titled “Impacts of Carbon Management Policies on Canadian Electricity Prices” explores the role of carbon management policies in transforming the way electricity sources are consumed in Canadian provinces and the resultant electricity rates. [Read the full report here.](#)

On May 30, 2018, ISM PhD alumnus Dorothy L. McAleer presented a paper at the 41st annual congress of the European Accounting Association in Milan, Italy. The Congress, hosted by Bocconi University, was held May 30-June 1 and celebrated the 40th anniversary of the European Accounting Association. McAleer’s paper, co-authored by Suman Lodh from Middlesex University and Monomita Nandy from Brunel University, was titled “A Global Meta-Data Analysis of Factors Influencing Sustainability Report External Assurance.” [Learn more about the EAA Congress here.](#)

PERSPECTIVES, ISM'S DIVERSITY AND INCLUSION MAGAZINE, AVAILABLE NOW!

As part of our efforts to improve the experience of our diverse community, we have launched the first edition of our diversity and inclusion magazine, *Perspectives*. Read stories from students, alumni, faculty, and staff about challenges and initiatives on topics like communication and recruitment in global organizations, AI and bias in university admissions, and the gender gap in leadership positions. Download this issue at www.ism.edu/perspectives.

To get involved, send feedback, best practices, or submissions for next year's magazine to Alison Knight at alison.knight@ism.edu or Stephanie Naudin at stephanie.naudin@ism.edu.



NEXT STEP SCHOLARSHIP: 50% TUITION FEE REDUCTION FOR ALUMNI AND FAMILY

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 info@ism.edu.



RECENT GRADUATES

We are pleased to congratulate the students who graduated during the 2017-2018 academic year

INTERNATIONAL MBA

Ahmad Ayoub (Lebanon)
"Reviving the French Professional Football League"

Jean-Jacques Charro (Lebanon)
"Developing a New Product and Launch Process in a Foreign Market: A Case Study of Airwell Air Conditioning in the Middle East"

Benjamin Cohen (USA)
"The Influence of SaaS Pricing Strategies on Corporate Valuation"

Elijah Lutwama (Uganda)
"Corporate Structure and Strategy Implementation in the Hospitality Industry: A Case Study of Sarova Hotels"

Mariano Malisani (Argentina)
"The Milestone Cards: An Information Technology Framework for Creating Value in Life Sciences"

Michael Mendy (Gambia)
"Impact Investing as an Investment Vehicle Directing the Future of Business and Contributing to Social Economic Development in Sub Saharan Africa, West Africa in Particular"

Abubakar Mukhtar (Nigeria)
"Risk Management and Internal Control Systems in Banking Institutions"

Maria Nicholas-Groves (USA)
"Talent Growth Partners Business Plan"

Cristina Stefan (South Africa)
"The Value of Cooperation Between Roche Diagnostics Business Units in Oncology"

Aaron Steeves (USA)
"Whalom Home Services, LLC: Five-Year Business Expansion Plan"

Petra Zlotá (Czech Republic)
"Guidance to SMEs in the European Union for Achieving Sustainable Organizational Growth through the Adoption of the Learning Organizations and Systems Thinking Concept"



DBA

Sani Ahmed (Nigeria)
"Fiscal Policies and the Performance of the Stock Market in Nigeria"

Reem Al Kindi (UAE)
"Today's Undergraduate Students Are Tomorrow's Leaders: Understanding the Role of Undergraduate Leadership Training Programs"

Vara Kuppam (USA)
"Cloud Adoption: Factors Influencing Small and Medium Businesses in The United States"

Rampersad Motilal (Trinidad)
"Natural Resources and Economic Performance: A Look at Trinidad and Tobago"

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

Benson Nwoji (Nigeria)
"Infusing Multiculturalism into the Management Studies Curriculum of Nigerian Tertiary Institutions to Achieve Workplace Social Harmony"

Bettina Ruttman (Germany)
"Non-Traditional Financial Service Offerings and Consumer Behavior in Swiss Retail Banking: An Empirical Study"

James Wilkinson, Jr. (USA)
"Perceptions of Professionals Related to the Concept of Servant Leadership"

PHD

Matthew Andrews (USA/France)
"Strategic Value of Tacit Knowledge and Learning Processes in a Young E-Commerce Company"

Anthony Anonyai (Nigeria)
"Corporate Governance, Ownership Structure, Board Structure, and Bank Performance: Evidence from Nigeria"

Gregory Bergida (USA)
"Expectations, Purchase Intent, and the Extent of Use of Wearable Devices"

Diana Derval (France)
"Towards an Understanding of Using Neuromarketing to Predict Consumer Preferences in Luxury Fashion Purchases: A Multiple Case Study"

Anis El Khatib (Lebanon)
"Measuring the Performance of the Lebanese Banks Using Quantitative and Qualitative Methods"

Marion Endter (Germany)
"Mandated Economic Measures in France Applied to Balance the Labor Market: Do They Achieve their Objectives or Do They Rather Inhibit the Labor Market's Natural Balance?"

Kari Moe Jacobsen (Norway)
"Everyday Entrepreneurship: Formal, Informal, and Criminal - A Multiple Case Study from Mexico"

Anu Keshavan (Germany)
"A Gendered Perspective on Leveraging Technology for Sustainable Social Enterprises: A Narrative Inquiry"

Gabriella Kindert (Netherlands)
"Scaling Up Business Models in Fintech Alternative Lending"

Deanne Larson (USA)
"Exploring Communication Success Factors in Data Science and Analytics Projects"

Pat Lupica (USA)
"Employment Challenges of Small- to Mid-Sized Organizations Considering Employment of High Functioning Adults on the Autism Spectrum: A Multiple Case Study"

Dara McLean (USA)
"The Perceived Influences of the Motivations and Capabilities of Young Intrapreneurs"

Uche Ofili (Nigeria)
"Novice Entrepreneurs' Experiences with the Coach-Protégé Relationship in Developing Economies: A Multiple Case Study from Nigeria"

Julian Presber (Germany/Canada)
"Risk Management Practices of Major International Banks: An Empirical Study"

Randa Saadeh (Lebanon)
"The Nature of Career Counseling Programs at Private Universities in Lebanon: A Multiple Case Study"

Annette Templeton (USA)
"The Role of Deviant Leadership on Millennials' Employee Performance and Job Retention: A Multiple Case Study"

Dossina Yeo (Ivory Coast)
"Financial Integration, Exchange Rate Regimes, and Economic Growth: Topical Empirical Evidence from Selected African Economies"

MPHIL

Mark Battey (USA)

Jean Philippe Fondop Nana (Cameroon)

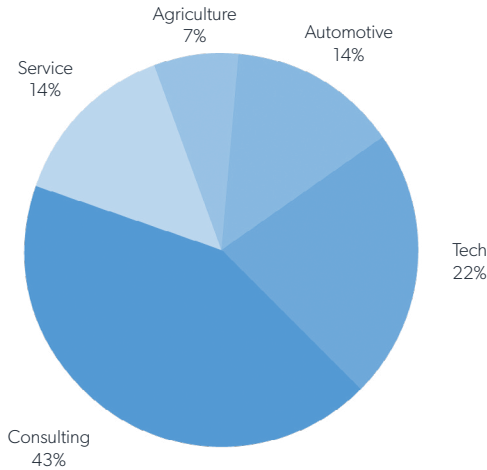
Tanya Hughes (Canada)

THE ISM IMPACT

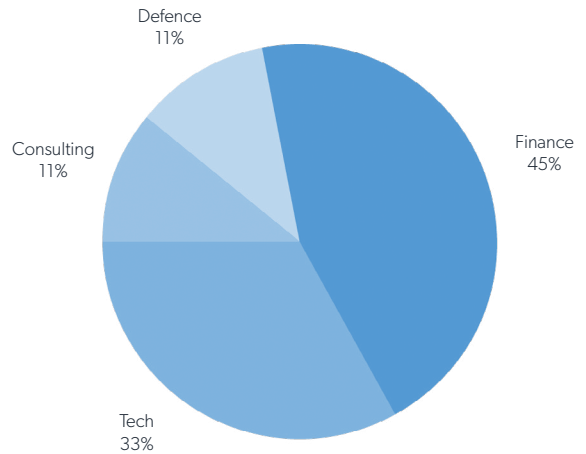
OUR RECENT GRADUATES AT A GLANCE*

*Based on a survey sent to alumni who graduated in 2016 and 2017

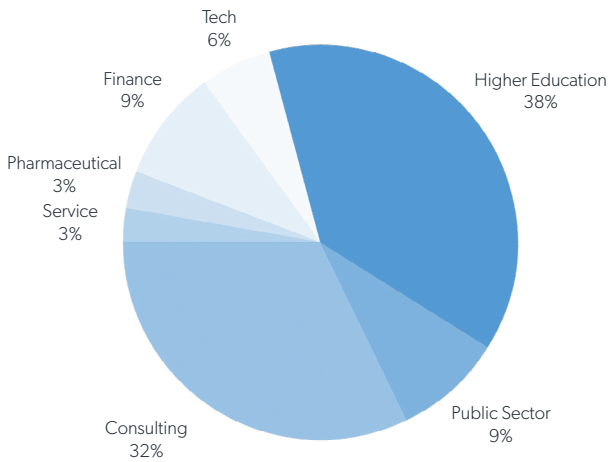
IMBA ALUMNI BY INDUSTRY



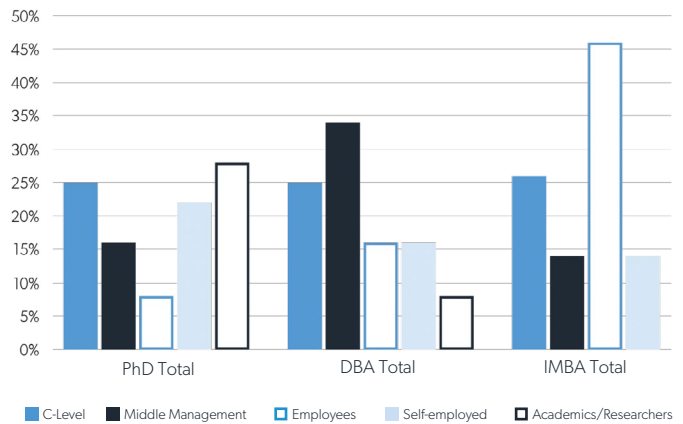
DBA ALUMNI BY INDUSTRY



PhD ALUMNI BY INDUSTRY



PROFESSIONAL POSITIONS BY PROGRAM



OUR GRADUATES – A FIVE YEAR LOOK*

*Based on a survey sent to alumni who graduated between January 2013 and December 2017

IMBA

- 100% of IMBA graduates surveyed are currently employed.
- 20% got promoted in less than a year after starting their studies at ISM.
- 90% got a raise after their studies at ISM.

DBA

- 100% of DBA graduates surveyed are currently employed.
- 83% work for an organization, and 17% are self-employed.
- 50% got promoted in less than a year after starting their studies at ISM.

PhD

- 92% of PhD graduates surveyed work for an organization, and 8% are self-employed.
- 42% got promoted after they started their studies at ISM.
- 33% got a raise after their studies at ISM.



THE YEAR AHEAD: 2019

PARIS, FRANCE

International MBA:

Business Statistics & Research Methods for Managers, **January 14-16**

Entrepreneurship & Innovation, **January 17-19**

Building Strategic Customer Relationships, **February 18-20**

Microeconomics of Competitiveness: Firms, Industries,

Clusters, and Cross-Border Competition, **February 21-23**

Accounting & Finance Workshop (to accompany online course),

March 7-9

Sustainable Business Development, **May 20-22**

Supply Chain Security, **May 23-25**

Design Thinking, **June 17-19**

Microeconomics of Competitiveness: The Process of

Economic Development, **June 20-22**

DBA/PhD:

Entrepreneurship & Innovation, **January 17-19**

Managing Small & Medium Sized Enterprises, **January 21-23**

Strategic Organizational Learning & Development, **January 24-26**

Building Strategic Customer Relationships, **February 18-20**

Microeconomics of Competitiveness: Firms, Industries, Clusters,

and Cross-Border Competition, **February 21-23**

Accounting & Finance Workshop (to accompany online course),

March 7-9

Valuation & Acquisition, **April 15-17**

Advanced Corporate Finance, **April 18-20**

Sustainable Business Development, **May 20-22**

Supply Chain Security, **May 23-25**

Design Thinking, **June 17-19**

Microeconomics of Competitiveness: The Process of

Economic Development, **June 20-22**

NEW YORK CITY, USA

International MBA/DBA/PhD:

Summer dates, individual courses to be determined

SHANGHAI, CHINA

International MBA/DBA/PhD:

Fall dates, individual courses to be determined

E-LEARNING

International MBA:

Accounting & Financial Analysis

Active Investment Management

Case Methodology: Analysis & Writing Skills

Managing the Innovation Process

Technology Trends in Business

DBA/PhD:

Accounting & Financial Analysis

Active Investment Management

Advanced Qualitative Research Methods

Advanced Quantitative Research Methods

Introduction to Research Methods

Managing the Innovation Process

Research Methods

Technology Trends in Business

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